

A THESIS

**AN ANALYSIS OF EFL STUDENTS' STRATEGIES IN RELIEVING
ANXIETY IN SPEAKING PERFORMANCE AT THE
THIRD SEMESTER ENGLISH DEPARTEMENT
OF IAIN PAREPARE**



BY

REZKI ADELIA

REG NUM. 18.1300.025

**ENGLISH EDUCATION UNDERGRADUATE
PROGRAM TARBİYAH FACULTY
STATE ISLAMIC ISTITUTE (IAIN)
PAREPARE**

2022 M / 1443 H

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REG NUM. 18.1300.025

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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Submitted by:

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REG NUM. 18.1300.025**

to

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PROGRAM TARBIYAH FACULTY
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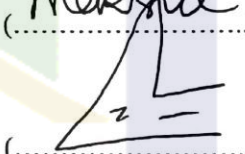
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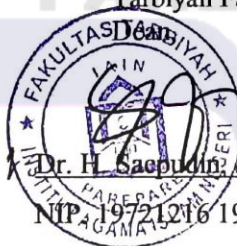
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In the name of Allah, The Beneficent and The Merciful

Alhamdulillah Rabbil Alamin. Allahumma Shalli Ala Sayyidina Muhammad Wa Ala Ali Saiyyidina Muhammad. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy, so she can finish this skripsi. Salam and Salawat always be given to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

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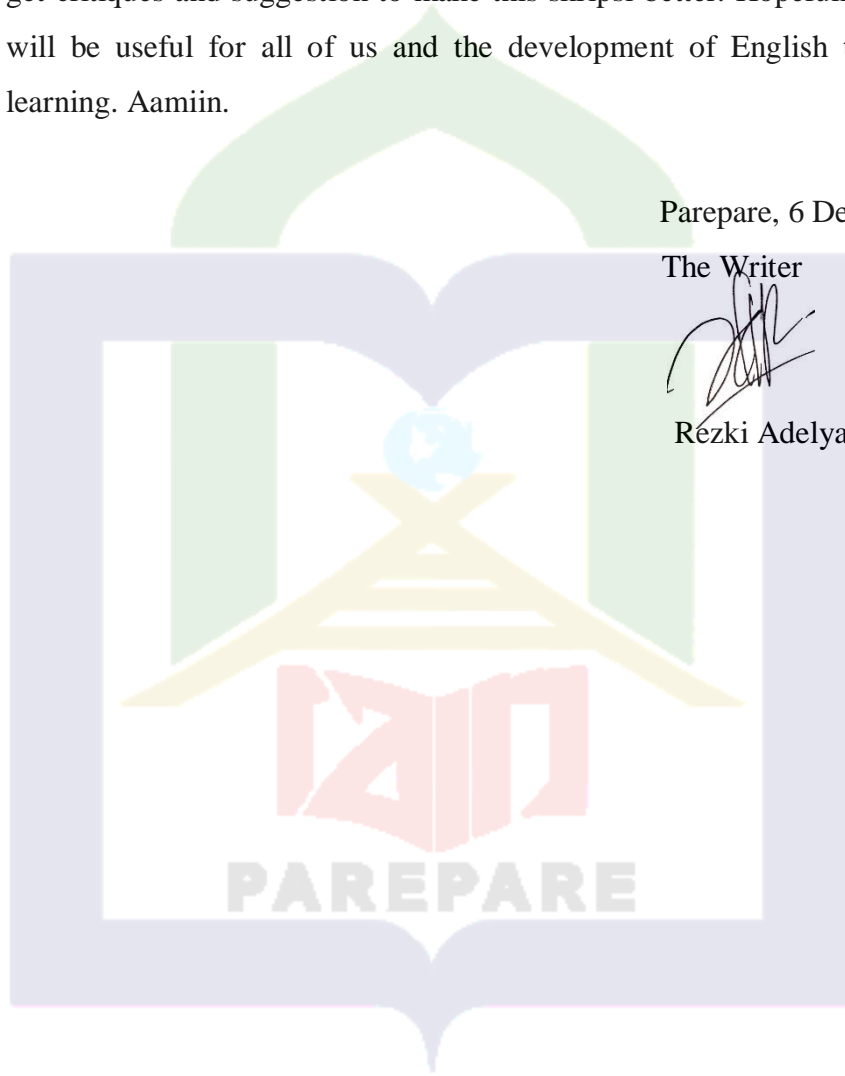
Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for her to get critiques and suggestion to make this skripsi better. Hopefully, this thesis will be useful for all of us and the development of English teaching and learning. Aamiin.

Parepare, 6 Desember 2021

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DECLARATION OF THE RESEARCH AUTHENTICITY

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ABSTRACT

Rezki Adelya. *An Analysis Of EFL Students' Strategies In Relieving Anxiety In Speaking Performance At The Third Semester Of IAIN Parepare.* (Supervised by Arqam and Hj. Nanning)

Having the ability to speak a foreign language well is a must for every student to achieve proper quality in speaking. But, while speaking is one of important aspects of learning English, some EFL Students at IAIN Parepare encountered some obstacles when they wanted to speak. The researcher aims at 1). Knowing what students feel when anxiety occur when they perform English 2). To finding and analyzing the reason why they feel anxiety 3). Knowing what is the impact of anxiety in students' speaking performance 4). Knowing and analyzing the strategies that students' used for reliving anxiety in speaking performance. The researcher applying qualitative method.

The problem statements of this research are: 1). What students feel when they have anxiety? 2). Why students feel anxiety when they perform English speaking? 3). What is the impact of students' anxiety in their speaking performance? 4). What are the strategies do the students have in relieving anxiety that contributed to their English speaking performance?

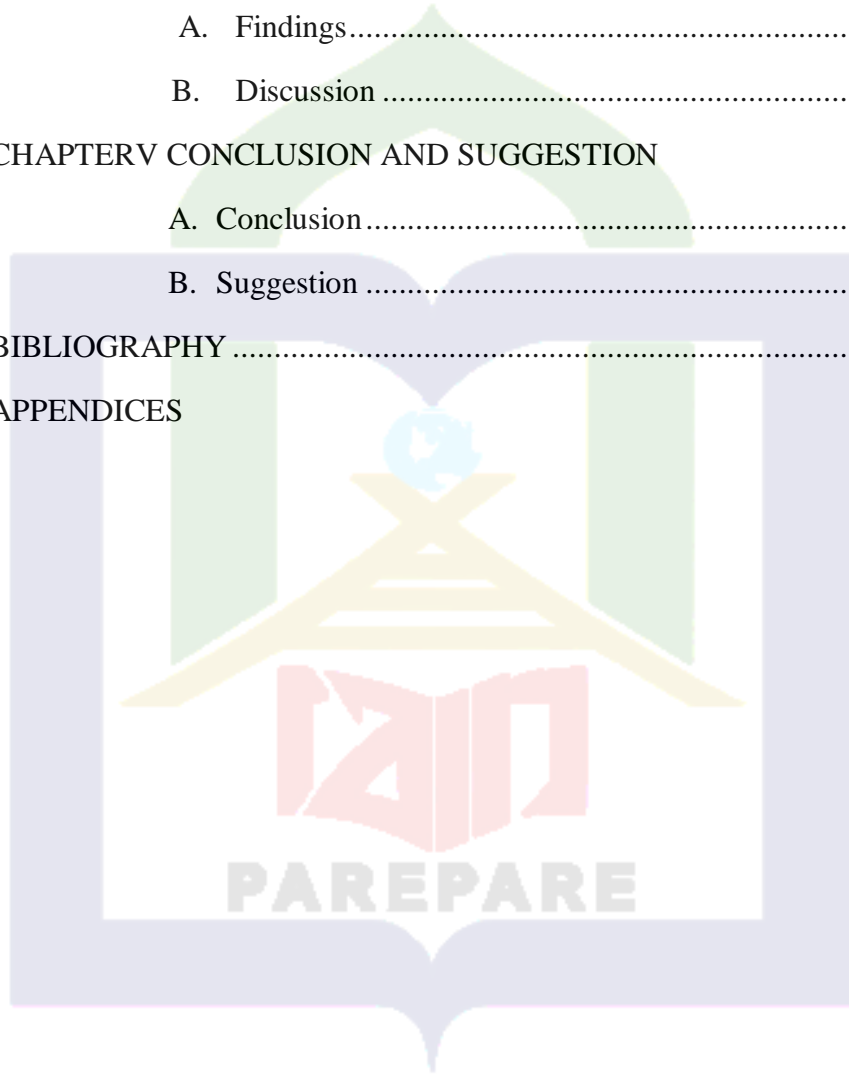
The findings indicate that 1). when students feel anxiety, they feel trembled, lost words/blank, followed by can't get into the argument, and also having a cold sweat. Moreover, they also very tense, and their heart rate increased, and somehow, they have a sudden stomachache. In addition, stuttering, feeling of burning ears, and cold feet & hands. 2). The reasons why students feel anxiety when they perform English speaking are, they are afraid of producing mistakes, for example mispronunciation. Then, they have limit vocabulary There is also lost confidence. Also, lack of grammar. Moreover, fear of being laughed by the audience, fear of being misinterpreted, and being pointed unexpectedly by the lecturer also could lead anxiety for students. 3). The impact of anxiety to the students' speaking performance such as nervous, trembling, and having shaky voice. Then followed by tend to make unnecessary move and stuttering. 4). The strategies that used by students to relieve their anxiety are Preparation, Relaxation, Mindset management and More Willing to Take Risk

Keyword: Students' Strategies, Relieving Anxiety, Speaking Performance

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CHAPTER 1 INTRODUCTION

A. Background

English is the language used for international communication. Because of this, English as medium of communication for many people in the world is used in many aspects of human life, such as in politic, culture, business, and education. English as the first foreign language in Indonesia is formally studied from Elementary School to University. And also English has become the main subject for student of Kindergarten, Junior High school, and Senior High school. In the process of learning English, four skills that must be learned, they are listening, speaking, reading, and writing.

In this era of globalization, the demand for English speaking ability is an inevitable demand. Speaking skill is one of the most important skills that we must learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skill is defined as those skills that enable us to communicate effectively. So, humans use this skill if they want to express everything that they have in their mind. Speaking is “the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”¹

Speaking is the product of linguistic creativity within a language strings; the speaker choose vocabulary, structure and discourse. Speaking in language requires the development of words into sentences, the structure of the language and the information that speaker giver accepts and the listener understands. As Nunan puts it “ Successful can be measured by students’ or learners’ skill in conversational and verbal interactions in language”²

¹ Ann L Chaney, and Tamara L. Burk, *Teaching Oral Communication in Grades K-8*. (Boston: Allyn & Bacon, 1998,)

² David Nunan. *Language Teaching Methodology*, (Malaysia city: Pearson education Ltd, (2000)

Having the ability to speak a foreign language well is a must for every student to achieve proper quality in speaking. Speaking also has a variety of goals, and each involving a different skill.

Generally speaking, speech is a set of sounds made by one person and understood by another. It means to convey a thought or opinion. But, while speaking is one of important aspects of learning English, some EFL Students at IAIN Parepare encountered some obstacles when they wanted to speak. The researcher found signs of anxiety among the students. They may feel reluctant to use the target language as they may be afraid of making mistakes, they may feel uncomfortable using the target language because “ it robs them of their normal means of communication”³.

The researcher found facts that some students in English education program at the third semester in IAIN Parepare are having anxiety in speaking. They said that they have less knowledge of the grammar, and they lack of vocabularies. Some also convince that they are afraid to be laughed by the audience, appeared to be shy, uncomfortable, have no confident and loss for words in practicing English. The students faced difficulty to speak in the class, because they lack of confident, and worried about producing mistakes. The statement indicates that students with anxiety are likely to avoid such activities in which require them to speak in foreign language because of fear of making mistakes and over the risks when speaking in foreign language.

Since anxiety plays major role in English foreign language, it is urgent to know the students' anxiety. Therefore, the researcher intended to focus on analyzing what students feel when they have anxiety in speaking English, and what the strategies that used by the EFL students in dealing with their anxiety in speaking performance at the third Semester English Department of IAIN

³ Nascente. *Students anxiety. English Teaching Professional* (NJ: Prentice Hall Regents, (2001)

Parepare. This study is conducted for answering the problem that students face anxiety. In fact, if the students do not obtain the answer of their problems, they will face a serious impact in their speaking performance.

B. Research Question

Based on the background above, the researcher would like to formulate the research question as follows:

1. What do students feel when they have anxiety?
2. Why students feel anxiety when they perform English speaking?
3. What is the impact of students' anxiety in their speaking performance?
4. What are the strategies do the students have in relieving anxiety that contributed to their English speaking performance?

C. Objective of the research

Referring the above research question, the objectives of the research are formulated as follows:

1. Knowing what students feel when anxiety occur when they perform English
2. To finding and analyzing the reason why they feel anxiety
3. Knowing what is the impact of anxiety in students' speaking performance
4. Knowing and analyzing the strategies that students' used for relieving anxiety in speaking performance.

D. Significance of the research

The benefit of this research was classified in two parts, theoretically, and practically.

1. Theoretically

- a) Theoretically, this research is expected as a source of further information on Speaking Anxiety in English Foreign Language and its implication for increasing their self-confident when speaking.
- b) The findings of this study hopefully will help the EFL students to find out the strategies that they might use to relieve their anxiety in speaking performance

2. Practically

- a. For the students

By this research, the students could determine the types of their anxiety and the strategies that they could use so they can figure it out and speak fluently.

- b. For the teacher

By this research, teacher is able to know and to face the students' anxiety by applying interesting and creative learning in English speaking class

- c. For the next researcher

For the next researcher is expected to provide information that can be a reference about students' strategies in relieving anxiety.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are many researchers that conducted research in students' Anxiety as follows:

The previous study was conducted at the Eight Grade of SMPN 1 Tambusai. This study was conducted to investigate how are the students' strategies in reducing their anxiety in speaking English, and what are the factors affecting students' strategies in conquer their anxiety in speaking English. ⁴. And this research found that the factors that affecting students' anxiety were they are afraid of speaking inaccurately, fear negative evaluation, and they have low speech skill. The data was gathered by using qualitative method. And also, the researcher spread questioner, and do some interviews.

The second previously study about students' anxiety was conducted by Sulfiani in Muhammadiyah University of Makassar. And titled as "An Analysis On The English Speaking Anxiety Of The Third Semester Students Of English Department" ⁵. This research used Descriptive-qualitative Method and applied Purposive Sampling Techniques. The data collected by observation checklist, distributed opened-ended questionnaire, and interview. She stated that factors like fear of making mistakes, lack of vocabulary, lack of confidence, friends/classmates and type of task. She also found that there are 3 types of anxiety that students have, and the most common factor is communication apprehension. Then followed by test anxiety and fear of negative evaluation.

⁴ Rafica rayani, Umami Rasyidah, Evli Kasyulita, "*Students' Anxiety In English Learning (A Study At The Eight Grade Of SMPN 1 Tambusai)*". Thesis. Universitas Pasir Pangaraian (2016)

⁵ Sulfiani. "*An Analysis On The English Speaking Anxiety Of The Third Semester Students Of English Department In Muhammadiyah Unviersity of Makassar*". Thesis. Muhammadiyah Unviersity of Makassar 2020.

In similar study under the titled *Students' Perspectives on Speaking Anxiety in the English Foreign Language Classroom*⁶, This study stated that some learners believe they cannot perform in English and consequently from negative expectations, which in turn lead to decreased effort and the avoidance of opportunities to enhance their communication skill. The aim of this study was to investigate those factors that may contribute or may produce anxiety in students, in an attempt to understand more fully the role that anxiety may play in learning a foreign language. The data was gathered by serving some interviews to the students.

The fourth previous study is "An Analysis of Factors Influencing Learners' English Speaking Skill". This paper reviewed the factors that affect students' English speaking performance⁷. The factors make learners less-confident and less comfortable in their speaking class. The findings of this paper indicated that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistic skills. Also, this paper stated that teacher should give their learners more opportunities to speak English through using some speaking task. In addition, teacher should know when and how to correct their learners' mistakes so that they are not afraid of making mistakes.

The last previous study is " Student Anxiety and Their Speaking Performance: Teaching EFL to Indonesian Student ". This study conducted order to find out whether or not there's an impact on student's anxiety on their speaking

⁶ Aulia Nisa Khusnia, '*Students Perspectives on Speaking Anxiety in the English Foreign Language Classroom*', Ahmad Dahlan Journal of English Studies, 3.2 (2016)

⁷ Lai Mei Leong, & Masoumeh Seyedeh A. '*An Analysis Of Factors Influencing Learners' English Speaking Skill*' international Journal of Research in English Education, (2017)

performance.⁸ Based on the findings and analysis, it can be revealed that students' anxiety definitely has an impact on their speaking performance and this become one of the reasons why they feel difficult to express themselves in English.

Finally, to sum up, students experienced anxiety because of several factors such as, joining the class without sufficient preparation, fear of making mistakes, and their less confidence. Then, the difference between this research and others is, this research is using depth interview and observation as the tools of gathering data. And, this research is more complex than the previous research.

B. Some Pertinent Ideas

1. The Concept of Speaking

a. Definition of Speaking

Generally speaking, oral performance can be defined as the act of expressing an idea orally. Speaking is the active use of language to express meaning in order to understand it⁹. Speaking, especially in a foreign language is very necessary activity for all ages of learners. They must understand other people who use foreign language. Learners also need to find the correct grammar of the most suitable words to express the meaning accurately.¹⁰

Speaking according to Brown is a productive skill that can be directly observed. Those observed are invariably compromise the

⁸ Santri E.P. Djahimo, Dewi. I.N. Bili bora, & Elisna Huan. 'Student Anxiety and Their Speaking Performance: Teaching EFL to Indonesian Student', *Interational Journal of Social Sciences and Humanities*. Vol.2 (3), (2018)

⁹ Lyne Camaron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001)

¹⁰ Waode Hamsia, 'Developing Students' Speaking Ability Through Story Completion', *Journal of English Language Teaching*. Vol 5(1), (2018)

reliability and validity of spoken language production test.¹¹. Speaking is also known as the way to build a communication. And it is used to share meaning through the use of words.

Based on the theory above, we can conclude that speaking is the active use of language to express meaning in order to understand them. Speaking includes other skills, such as vocabulary, pronunciation, accuracy, and fluency. These are the main reason why students can become a good speaker to communicate with others before practicing.

b. Basic Types of Speaking

Designing appropriate assessment in speaking class begins with specification of objective¹². They are classified of several types of oral production performance are:

1) Imitative

Imitative speaking is simply the ability to parrot back or emulate a word or phrase or a sentence. At this level, the student is simply just repeat what was said in way that is understandable and with some adherence to pronunciation as defined by the teacher¹³.

2) Intensive

The second type is Intensive. Intensive speaking goes a step further than Imitative. Where students' speaking performance that practicing some phonological and grammatical aspects of language. For example, reading aloud, sentence and dialogue completion; and information chart.

3) Responsive

¹¹ Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (San Fransisco: Longman, 2003)

¹² Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (San Fransisco: Longman, 2003)

¹³ <https://www.google.com/amp/s/educationalresearchtechniques.com/2017/07/21/types-of-speaking-in-esl/amp/>, accessed on September 9th, 2021

Responsive speaking is briefly interacting with the interlocutors. The replies are usually sufficient and not extend into dialogues. The assessment tasks include interaction and test comprehension but at the interactions, standards greetings, small talk, simple request and comments.

4) Interactive

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

5) Extensive

Extensive speaking tasks involve complex and relatively lengthy utterances. They are usually variants of monologues. Extensive speaking tasks include speeches, oral presentation, and story-telling .

c. Function of Speaking

Speaking is the act of conversing or expressing one's thoughts and feelings in spoken language. There are a lot of functions of speaking in human lives every day. However, these functions can be divided into three main categories. They are talk as interaction, talk as transaction, and talk as performance¹⁴.

1) Talk as interaction

Being able to interact in a language is essential. It refers to what we usually say as conversation. That is when people share thoughts or ideas. It's about how people try to get their message across others. Therefore, they must use oral skills to communicate with others. The main purpose of this function is social relations.

2) Talk as transaction

¹⁴Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008)

Talking like a transaction refers to a situation where people focus on conveying information so that everyone can clearly understand about what is being said.

3) Talk as performance

Performance speech refers to public discourse or public speech, such as classroom presentation, public announcements and speeches. Talk as performance attempt with form or monologue rather that dialogue. Talk as performance must be prepared in the same way as written text.

2. The Concept of Strategy

a. Definition of Strategy

Strategy is a useful concept, even in all its many variations¹⁵. Strategy can also defined as knowing the goals, the uncertainty of events and the need to consider the probable or actual behavior of others. Strategy is a high level plan to achieve one or more objectives under conditions of uncertainty¹⁶. Strategy is also concerned with the actions and resources required to achieve specific long-term goals. Strategy in language education is a careful plan of activities to aimed at achieving specific goals.

Linked to learning activity, strategy can be understood as the shared patterns of teacher and students' learning activities that have been described. There are four basic strategies in learning, namely determining what is expected, choosing a system approach, selecting and establishing

¹⁵Fred Nickols, 'Strategy, Strategic, Management, Strategic Planning and Strategic Thinking', *Distance Consulting LLC*, (2015)

¹⁶ Miryam Barad, 'Definitions of Strategies' *Springer Cham*, (2017)

learning process, learning methods and techniques, and identifying minimum standards and limit for success¹⁷.

Based on the theories above, the researcher concludes that strategy is general plan or a set of plans aimed to achieving something, especially over a long period of time.

3. The Concept of Anxiety

a. Definition of Anxiety

Often, anxiety is a feeling insecurity, such as worry or fear that can be mild or helpful. Anxiety is a natural thing that every human being has to go through. “Anxiety is a general feeling that a person experiences fear or loss of confidence of unknown origin and form”¹⁸. Generally, anxiety can be defined as a feeling of being threatened, pressured, apprehension, stressed, or anxious. According to Savitri, anxiety can occur on its own or in combination with other symptoms of various emotional disorders¹⁹. Carlson also defines anxiety as ” a feeling of fear or unhappiness accompanied by certain psychological reactions, such as accelerated heart rate, sweaty palms, and tightness in stomach”²⁰.

Anxiety is a reaction that everyone can experience. But, excessive anxiety, especially of what has become disturbing will hinder a person’s function of life. Additionally, Paser states that “ anxiety as a state of stress and fear as a natural response to perceived threat ”²¹. While anxiety

¹⁷ Iskandarwassid and H. Dadang Sunendar, *Strategi Pembelajaran Bahasa*, (Bandung: PT Remaja Rosdakarya, 2011)

¹⁸ Sutardjo Wirahmiradja, *Pengantar Psikologi Abnormal*, (Bandung: Refika Aditama, 2005)

¹⁹ Ramaiah Savitri. *Kecemasan Bagaimana Mengatasi Penyebabnya*, (Jakarta: Pustaka Populer Obor, 2003)

²⁰ Neil Carlson and William Buskist, *Psychology: The science of Behavior*, (Needham Heights: Viacom Company, 1997)

²¹ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009)

according to Siti Sunandari is anxiety could occur when thinking about something unpleasant is about to happen²².

From the definition above, we can conclude that anxiety is a feeling of nervousness, worry, or insecurity, and being threatened by a particular situation or something that might happen in the future. Anxiety is a normal thing that happens in students. Typically, anxiety when students have to speak English anxiety is a general feeling or a normal fear in variety conditions. However, it can be abnormal if it is excessive and not in proportion to the threat.

b. Types of Anxiety

There are two kinds of anxiety. They are classified as follows:

1) Trait Anxiety

Trait anxiety refers to the stable tendency to attend to experience, and report negative emotions such fears, worries, and anxiety across many situations. "Trait anxiety is pattern of responding with anxiety even in non-threatening situations."²³ Trait-anxious people often experience and express also state anxiety, in situations in which most people do not experience such responses. Krista stated that trait anxiety describe personality characteristics that focus on various perceived threats.²⁴ People with trait anxiety tend to worry more than most people.

2) State anxiety

²² Siti Sundar. *Kearah Memahami Kesehatan Mental*. (Yogyakarta: PPB FIP UNY, 2004)

²³ Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009)

²⁴ Krista M. Hixson, 'Is State Anxiety, Trait Anxiety, or Anxiety Sensitivity a Traumatic Brain Injury or Concussion?' *Journal of Sport Rehabilitation*", Vol.26. p.588-594, (2017)

State anxiety can be considered as one of the basic similarities in humans, we all have a little anxiety in certain situations that are considered dangerous²⁵. State anxiety is related to fear of failure and negative thoughts that can result in loss confidence and concentration²⁶. The kind of this anxiety is temporary. It is because the person only feels anxious in an event which can be dangerous for him. Thomas defined state anxiety as “state anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger”²⁷.

Briefly, trait and state anxiety are a psychological response akin to nervousness or worry. It generally brings with it a sense of unease about something with an uncertain outcome. It causes an increase in heart rate and blood pressure, but also increased nervousness. Both trait and state anxiety need to be controlled. State anxiety is usually unrelated to the health of the person experiencing it. On the other hand, trait anxiety is related to health. If the individual has poor health, the risk of experiencing trait anxiety is higher. State anxiety can be seen as a temporary feeling or emotion, while trait anxiety is often seen as a personal characteristic of the individual.

c. Symptoms

Anxiety Symptoms

a) Emotional Symptoms

1) Feeling of tension

²⁵Evangelos Bebetos. ‘do Anxiety, Anger and Aggression Differentiate Elite Water-Polo Players?’. *Journal Of Physical Education And Sport* , (JPES), 13(2), Art 35, p.209-212, (2013)

²⁶ Vuong Ngo. ‘A Multidisciplinary Investigation of the Effects of Competitive State Anxiety on Serve Kinematics in Table Tennis’. *Journal of Human Kinetics*, Vol 55,83-95, (2017)

²⁷ Thomas J. Huberty, *Anxiety and Depression Children and Adolescents*. (New York: Springer Science, 2009)

- 2) Apprehension
- b) Cognitive Symptoms
 - 1) Worry
 - 2) Thoughts about inability to cope
- c) Psychological Symptoms
 - 1) Increased heart rate
 - 2) Muscle tension
 - 3) Other autonomic arousal symptoms
- d) Behavioral Symptoms
 - 1) Avoidance of Feared situations
 - 2) Decreased task performance
 - 3) Increased startle response²⁸
- d. Level Of Anxiety

Horwitz state that there are three level of speaking anxiety. There are low level of anxiety, medium level, and high level²⁹. Here are the indicators that the researcher adapted from Horwitz:

²⁸ Michael W. Passer and Ronald E. Smih, *Psychology: The Science of Mind and Behavior*, (New York: McGraw Hill Companies Inc, 2004), Fourth Edition

²⁹ Horwitz E.K. & D. J. Young, " *Language Anxiety: From Theory and Research to Classroom Implications*", (Englewood Cliffs Prentice-Hall, 1991)

Table 2.1 Level Of Anxiety

No.	Level	Indicator
1)	Low	<ul style="list-style-type: none"> a. Students feel confident for the situation in their experienced. b. They do not feel embarrassed to interact with other though they got difficulty in their experiences c. Students appeared relax
2)	Medium	<ul style="list-style-type: none"> a. Students feel less confident about the situation in their experienced with doubt in their abilities and still needs help form others in certain condition b. They will also comfortable if they get a help and support from others c. Students appeared heart pounding, slip of tongue and cold
3)	High	<ul style="list-style-type: none"> a. Students feel unconfident on their capabilities that make them afraid to do something although in the imperative condition. b. Students appeared sweat pouring, trembling hand, blank and confuse

People who are categorized as low level of anxiety when they feel confident for the situation in their experienced, and they don't feel embarrassed to interact with others. And then, people who are mentioned as medium level of anxiety is when they feel less confident about the

situation in their experienced, and they are doubting their abilities and still need help in certain condition. When students feel unconfident on their capabilities that make them afraid to do something, it's called high level of anxiety.

By this categories can help research to make information about level anxiety of students in speaking performance.

e. The Anxiety in Speaking Performance

It has been explained before that anxiety is someone's feeling of nervousness about an event in a particular situation. When students are anxious, they tend to be reluctant to speak, even afraid to make mistakes. This situations will affect the continuity of students' speaking activity. It is stated that anxiety, motivation, and self-confidence are the factors that influence students' speaking performance³⁰. Horwitz et al., 1986, as cited in Dena, (2021) argue that in the context of foreign language learning, learners may experience anxiety due to problem related to three dimensions of anxiety. First, fear of communication. Secondly, it is the fear of being judged negatively. Thirdly, is the general feeling of fear.³¹

Briefly, the anxious feeling is appeared because have lack of language feature in English such as vocabulary, grammar, and word selections, fluency, accuracy and comprehension in speaking skill. Moreover, it also can influence the students' self-esteem, such as fear of being laughed by other students. After all, it effects their ability to speak. Then, this case of anxiety can be defined as State Anxiety. It is because they feel threatened when they are order to practice speaking in front of their class.

f. Anxiety Factors in Speaking Performance

³⁰ Tuan N. H. and T.N Mai, 'Factors affecting students' speaking performance at LE Thanh Hien High School' *Asian journal and Education*, Vol 2(1), p. 9-23, (2015)

³¹ Dena Suar, Maskur, and Alfiatunnur, ' EFL Students' Strategies in Relieving Anxiety in English Speaking Performances' *Jurnal Dedikasi Pendidikan* (2021)

Learners' proficiency and performance are factors associated with foreign language anxiety³². High level of anxiety about foreign languages affects the fear of communication, which makes learners hesitate to communicate. Liu stated that there are 5 causes anxiety to speak English ³³, they are:

1) Low English proficiency

Low English proficiency was also identified in the current study as a major factor in students' inability to converse with others in English classrooms. As a result, students may feel that they speak English poorly, think that their English is poor, and may feel that the other person is better than them

2) Lack of familiarity of task

The word familiar means known, or often seen or heard. Interest is greatly appreciated in the active participations of students in classroom activities. In short, students will actively talk about a topic if they are interested, know a lot, see or hear it often, have a good knowledge or even close or friendly to a topic.

3) Lack of confidence

Confidence means having strong beliefs, sure expectation, feeling certain, etc. Some students have good pronunciation and may be at highly competent, but they prefer to be reticent because of the lack of courage.

4) Fear of making mistakes

³² E. Mede and O.Karairmak, 'The predictor roles of speaking anxiety and English selfefficacy on foreign language speaking anxiety' , *Journal of Teacher Education and Educators*, Vol 6 (1), p. 117-131, (2017)

³³Meihua Liu, "*Anxiety in EFL Classrooms: Cause and consequences*" , China: Tsinghua University, (2006)

The students were afraid to lose their faces in speaking classroom. They are afraid to make mistakes and laughed by their friends

5) Incomprehensible inputs

Language input takes the form of discussion with teachers, listening to exercises, reading sentences, and listening and reading outside the classroom. It gives learners the materials they need to start creating their own language.

Other have said that students' fear of misunderstanding what is being said in the classroom can lead to communication insecurity.³⁴. Marwan explained that the lack of preparation is a major problem for students' concerns about speaking English. In this case, they are afraid that their speaking performance will not go well .³⁵

Some researchers have also identified factors that make students feel anxious in speaking English. There are three major factors, such as from teacher, material, and from students³⁶

Speaking activities in the classroom can trigger the fear of negative evaluation by teachers or friends. Also improper methods in class can be dangerous to even threatening.

Student anxiety is also determined by the materials that the teacher used in class. The difficulty of the material can greatly affect the concerns of the students in speaking class.

Another factors, is students' belief about language learning. Some students feel that speaking classes always need to be performed perfectly.

³⁴ Von Worde, 'Students' Perspective on Foreign Language Anxiety', *Inquiry*, Vol. 8, no. 3, (2003)

³⁵ Ardi, Marwan 'Investigating Students' Foreign Language Anxiety' , *Malaysian Journal of ELT research*, Vol 3, p. 37-55, (2007)

³⁶ Horwitz, E.K., Horwitz, M.E., Cope, J, 'FLCAS' , *Modern Language Journal*, Vol. 70 (1986)

Students also believe that language is difficult. In addition, low self-esteem, stressful learning experiences, and poor preparation often contribute to anxiety about speaking performance.

g. The Impact of Anxiety in Speaking Performance

“Cognitive, affective and physiological responses that accompany language learning anxiety are experienced by some learners almost every day, and in others they are commonly found in test situations, when due to stress, exam takers forget earlier known information or makes careless and otherwise avoidable mistakes”.³⁷

Based on the explanation above, we can conclude that anxiety became a barrier in their speaking in speaking English. Anxiety will disturb students, and can affect their learning effort and performance. When anxious came, the students tend to produce more mistakes, and think less clearly. Also, anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, and retrieving. Also, the anxious students feel apprehension, worry, and dread. Students have difficulty in concentrating, forget easily, sweat, and get palpitation. So, they try to the avoidance behavior such as skip a class, and postponing homework.

³⁷ Michal B Paradowski, *et al., eds.*, “*Conquering Foreign Language Anxiety Related to Speaking*”, (Frankfurt am Main : Peter Lang, 2015)

h. Students' Strategies in Relieving Anxiety

Uli stated that there are three main categories of strategies.³⁸

1. Preparation

Students used a strategy to increase their subjective mastery of the material, and thus reduce their anxiety about speaking in the classroom even in front of the teacher and other students.

2. Relaxation

Includes strategies aimed at alleviating a student's anxiety symptoms that, along relaxation, make students feel calmer when anxiety arises.

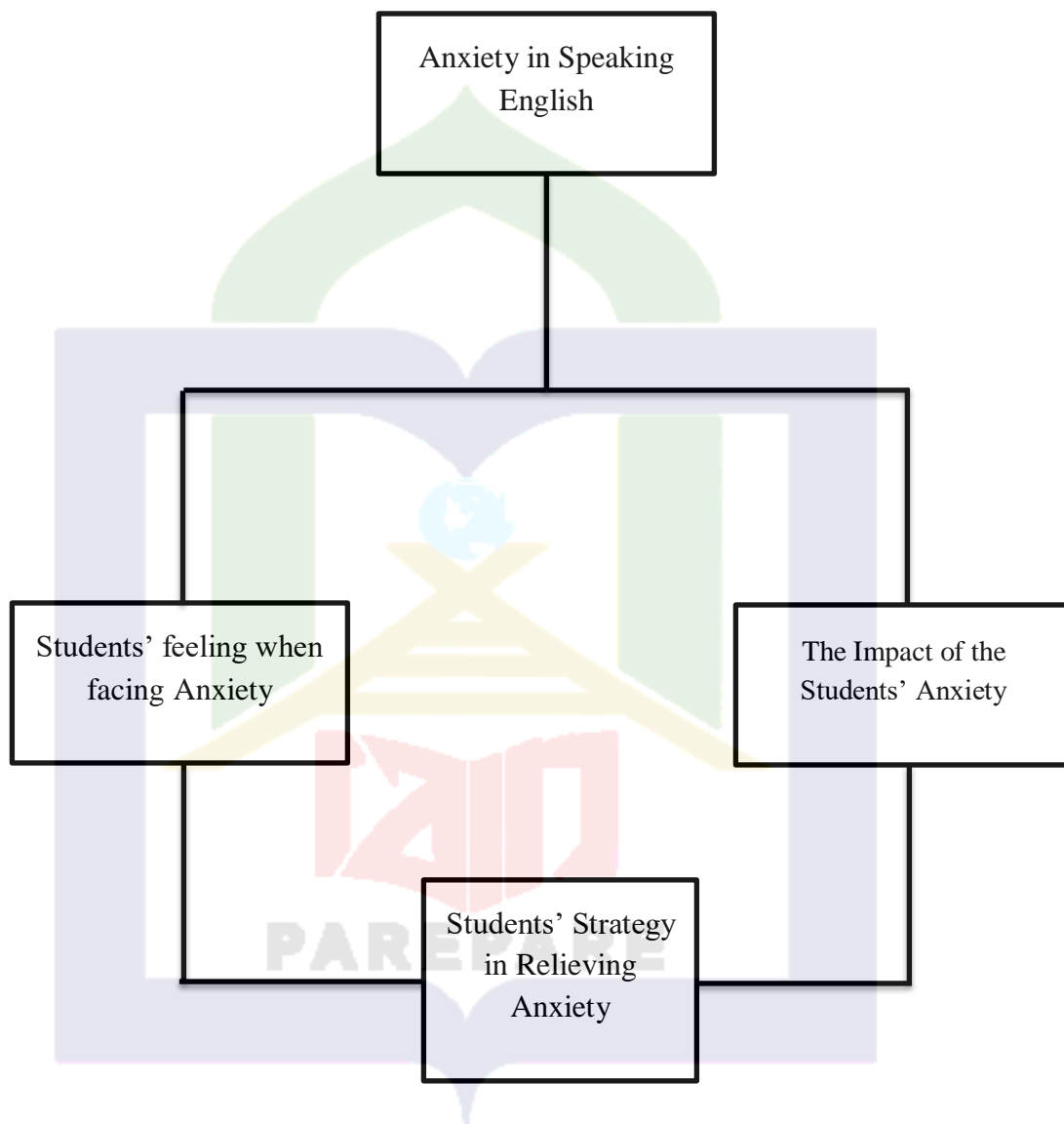
3. Positive thinking

Students should also use this strategy because it is intended to shift attention from the stressful situations to positive and pleasant cues, and to relief to students' anxiety in speaking

To reduce students' anxiety, the role of the teacher is also needed. The teacher can also do many things to help their students deal with anxiety. Teacher can provide a fun activity in class so that students are not worry about the material. Then, all of negative feeling need to be removed from the mind of the students so they can strengthen their learning style, and also increase their confidence to improving their motivation to do better than before.

³⁸ Uli Modesta S, and Adam, 'An Analysis of Students' Anxiety in Speaking' *JOURNAL ANGLO-SAXON* VOL. VIII NO. 1 (2017)

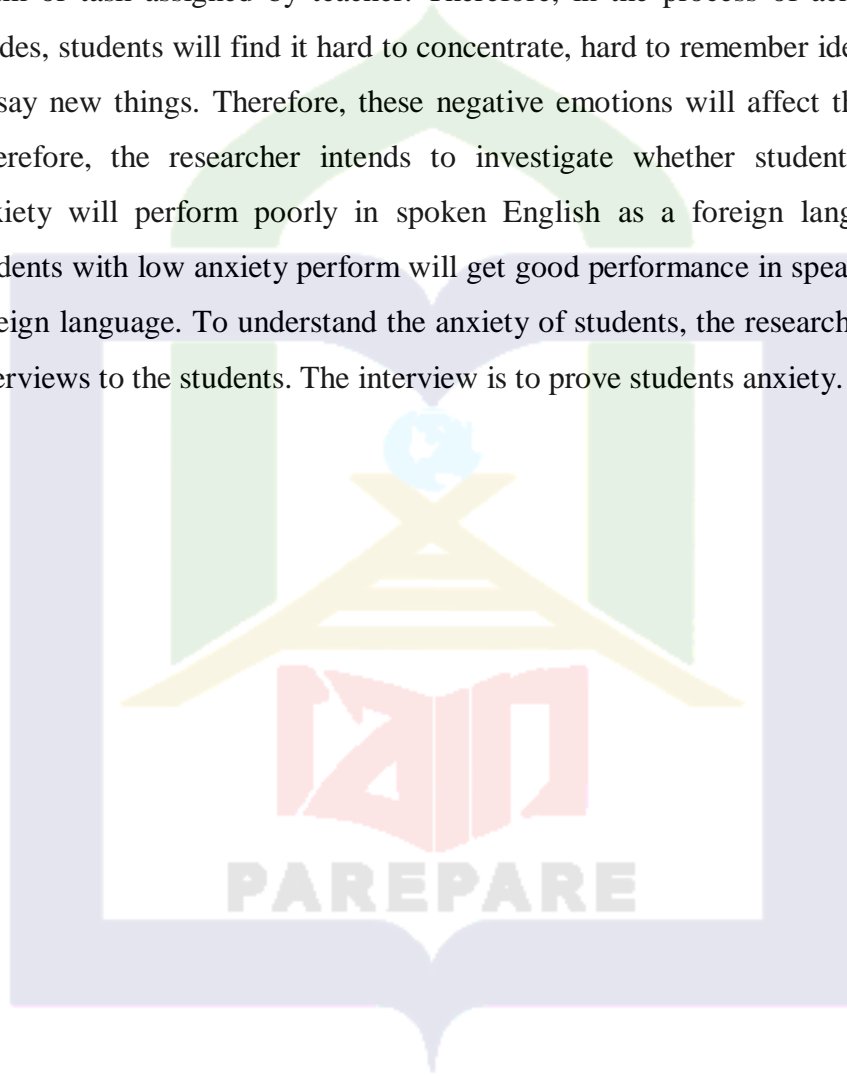
C. Conceptual Framework



Picture 2.1 Conceptual Framework of the Research

Speaking is one of the subjects that Indonesian students need to learn and practice. But, some students still find it difficult to practice speaking. One of the

problems that may affect students speaking is the difficulty of speaking materials itself since it is mostly by English (Foreign Language). In addition, another factor that may affect the student's speech is the psychological state, in this case anxiety. Students who are troubled by anxiety may feel unable to achieve good results on exam or task assigned by teacher. Therefore, in the process of achieving good grades, students will find it hard to concentrate, hard to remember ideas, and hard to say new things. Therefore, these negative emotions will affect their practice. Therefore, the researcher intends to investigate whether students with high anxiety will perform poorly in spoken English as a foreign language, while students with low anxiety perform will get good performance in speaking English foreign language. To understand the anxiety of students, the researcher should do interviews to the students. The interview is to prove students anxiety.



CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

In this research, the research design which the researcher takes is qualitative descriptive .

Qualitative method is a research produce to obtain description data including utterances, and behaviors that can be observed by people or subject themselves. David Silverman defines that “ Qualitative research is the type of research that finds out about people’s experience. It helps us understand what is important for people”³⁹. This kind of research does not involve statistic formula in its data analysis and the data are gathered from interview, and observations are poured into field notes containing verbal description of phenomena under the study. At this point, the researcher tends to observe data about the EFL students’ strategies in relieving anxiety and moving deeper and deeper into understanding data naturally.

Descriptive research consists of survey and fact-finding enquires of different types. The main objective of descriptive research is describing the state of affairs as it prevails at the time of study. Then at this point, the researcher in this research use descriptive studies in which the researcher attempts to examine systematically the available and exiting phenomena in the field research, she has to only report what is happening or what has happened.

B. Location and Time

The researcher conducted this study in Tarbiyah Faculty which located in Jl.Amal Bakti No.08 Parepare, South Sulawesi.

C. Research Subject

³⁹ David Silverman, “*Qualitative Research 5th edition*” (United Kingdom: Sage Publishing, 2021)

The researcher used purposive sampling technique. Paul stated that a purposive sample also called the judgment sample or the expert sample, is a non-probability sample. The main goal of the target sample is to generate a sample that can be logically assumed to represent the population⁴⁰. The research subject is a person who is the objects of the research being investigated. The main subject of this research was the students of Intensive Speaking C class at the third semester of English Education Department of State Islamic Institute (IAIN) Parepare. Which there were 23 students.

C. Research Instrument

In collecting data, the researcher divides the research instrument into two main categories, they are:

1. Primary Instrument

- a. The researcher herself is the key instrument. The researcher plays an important role in this research because she acts as the observer and the interviewer of this research in order to collect valid data. Then the obtained data analyzed by using systematic technique which has been determined.
- b. Tentative Interview Protocol is needed in order to help the researcher to formulate her interview question later. This guidance is contained the outline of the interview topics that may necessary to be asked the respondents later.

2. Secondary Instrument

The secondary instruments in this research are hand phone or smart phone (Samsung Android), field notes and every tool that help the process of conducting this research.

⁴⁰ Paul Lavrakas, 'Encyclopedia of Survey Research Methods', *Journal of SAGE researchmethods*, 2008

D. Procedure of Collecting Data

There are three procedures that the researcher will apply in order to collect the systematic and valid data, the brief explanation is presented below:

1. Interview

Interview is conversation between two or more people, in which one person is asked a question to get the required responses or answer. Interview is collection tool information by asking a number of questions orally to be answered orally also. Interview allows researchers to obtain important data that they cannot acquire only from observation, moreover pairing observation and interviewing provides a valuable way to gather complementary data. Interviews can explore and probe participants' responses to gather more in-depth data about their experiences and feelings. In this research, the researcher gives interview to students about speaking anxiety in class most in learning in speaking skill.

2. Observation

The researcher collects data by using observation. "observation is complex processes and psychological processes"⁴¹. Through this observation the researcher could observe directly on what they are going to investigate.

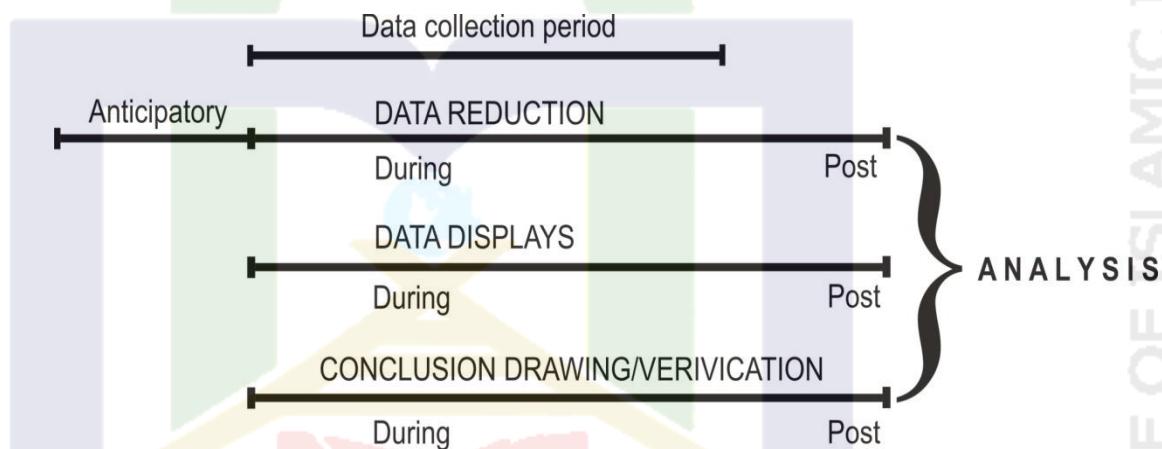
Informal conversation during the observation is included in this study to provide additional information. These informal conversations are on-going process in which the researcher asks the students as opportunities arise.

The researcher take notes during the observation in the class and sits in the corner of classroom without disturbing the teaching and learning process.

⁴¹ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kualitatif, dan R&D* (Bandung: Afabeta 2012)

E. Technique of Data Analysis

Data analysis is the important step of every research. Generally, in qualitative research paradigm the process of data analysis using analytical flow model proposed by Miles and Huberman are often referred to as interactive data analysis methods⁴². They revealed that the activities carried out in the analysis of qualitative data in an interactive and take place continuously until complete, so the data is already saturated. There were three current flows of activities in analyzing the qualitative data, such as: data reduction, data displays, and conclusion drawing or verification⁴³.



Components of Data Analysis: Flow Models of Miles And Huberman

1. Data Reduction

Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes, data in such way that final conclusions can be drawn and verified.

The researcher believes that the amount data obtained in the field will be quite a lot, complex and complicated so they need to be noted

⁴² Matthew B. Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook, Second Edition*, (Thousand Oaks: SAGE Publications, 1994)

⁴³ Arqam, "EFL Teacher's Professional Competence Development: An Ethnographic Study In Indonesian Educational Context" (Unpublished Dissertation; State University Of Makassar; Makassar, 2017)

carefully and in detail. Therefore, the researcher make summarize data analysis through data reduction. Summarize the data reduction means, choose the basic category, focus on the category that are important, and sought themes and patterns. The researcher also could find which one was the necessary data. Data reduction could be helped with equipment such as computers, notebooks and more.

2. Data Display (Data Presentation)

The second major flow of analysis activity is data display. Generically, display is an organized, compressed assembly of information that permits conclusions drawing and action. Looking at display helps us to understand what is happening and to do something – either analyze further or take action – based on that understanding.

After the data was reduced, then the next step was to present the data. The presentation of data used the form of a short description, chart, among categories, relationship. According to Miles and Huberman, most often used to present the data in qualitative study is a narrative text.

By the data presentation, it was easier to understand what was happening, and plan further work based on what we have understood about it.

3. Drawing Conclusions and Verification

The third step in the analysis of qualitative data in study by Miles and Huberman was drawing conclusions and verification. Preliminary conclusions presented were temporary, and were amended if not found strong evidence support the next phase of data collection, but if the conclusions set out in the initial stages were supported by evidence and consistent when researcher returned to the field to collect data, the conclusions put forward a credible conclusion.

Conclusion in qualitative research is a new finding that has not previously exists. The findings may be a description or picture of an object

that previously were dimly lit or dark, so that after investigation it became clear so the conclusion of this research can be causal or interactive, or hypothesis or theory.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter is divided into two main parts; they are research finding and discussion. The finding shows the results of the collected data analysis. In the discussion section, arguments and further interpretation of the findings are given.

A. Research Finding

This research was conducted in Parepare, a small city of South Sulawesi province Indonesia. The study itself was conducted in State Islamic Institute (IAIN) Parepare in English Education Program. The researcher got the data from observation and interviews. The participants were 5 students from Intensive Speaking C class at the third semester of English Education Department of State Islamic Institute (IAIN) Parepare. In this class, there were 23 students. The subjects of the researcher are all female, NA will be abbreviated of the first subject, SFR will be abbreviated of the second research subject, MT will be abbreviated of the third subject, M will be abbreviated of the fourth research subject and HR will be abbreviated of the fifth research subject. The researcher has collected the data and information about what students feel when they faced anxieties, reason why students feel anxiety, the impact of anxiety toward students' speaking performance, and the strategies they use in relieving their anxiety in speaking

Observation Protocol

<p>Date / Time : 10 & 17 December 2021 / 07.30 -10.00 Place : T38 Observer : Rezki Adelya</p>
<p style="text-align: center;">Descriptive Notes</p> <p>(Detailed, chronological notes about what the observer sees, hears; what occur; the physical setting)</p> <p>The data were gathered by observation protocol which consists of Descriptive notes, and Reflective notes. Descriptive notes contain information about detailed, chronological notes about what the observer sees, hears, or what occur when the observer on the location. The observer saw when in class the students tend to make unnecessary moves when the lecturer started pointed them one by one randomly. And also they keep silent when the lecturer asked question. They are not volunteering themselves to answer firstly, and when the lecturer pointed them, and asked them to speak, most of them used speech filters such as: <i>ummmm.... uhhh... uhhhh....</i> Reflective notes contains about the observer's personal reaction. Reflective notes have the details of what the researcher did, thought, and felt when analyzing the data. The researcher thought that students should be braver to speak, or they should not to be afraid of making mistake. And also the lecturer could give them several vocabularies from the lesson that they are going to learn before it started.</p>
<p style="text-align: center;">Reflective Notes</p> <p>(Concurrent notes about the observer's personal reaction, experiences)</p> <p>The researcher has collected the data and information about kinds of anxieties, reason why students feel anxiety, the impact of anxiety toward students' speaking performance, and the strategies they use in relieving their anxiety in speaking. The researcher got the data from observation and interviews. The participants were 5 students from Intensive Speaking C class at the third</p>

semester of English Education Department of State Islamic Institute (IAIN) Parepare. And the discussion involves interpretation of research result.

1. What Students feel when they have anxiety

The first research question deals with what students' feel when they have anxiety.

a. NA's feeling when she faced anxiety

Toward the question about what are their feelings when they have anxiety, here is NA's response to the questions.

"I feel trembled. I also forget what i wanted to say, I can't get into the argument, And also I have cold sweat" (NA, The first research subject. Interviewed on December 24th, 2021)

Based on her answer to the interview, she admitted that she felt trembled every time the anxiety attacked. She lost her words, and she got cold sweat. Anxiety could trigger such as physical reaction above. That's why students need to learn self-control.

b. SFR's feeling when she faced anxiety

The next answer is from SFR. She confessed:

" If me I got so tense. Especially, at the first meeting of the class. Because i haven't known how is the scoring system from the lecturer." (SFR, the second research subject. Interviewed on December 24th, 2021)

The second subject said that she got very tense. Especially when the first meeting in the class. She said that she worried because she hasn't figured out how's the scoring system from the lecturer.

c. MT's feeling when she faced anxiety

A similar view was expressed by the third research subject, which is MT.

“ My heart rate increased, I feel tremor, and I don’t know why every time I feel anxiety, suddenly I’m having stomachache ” (MT, the third research subject. Interviewed on December 24th, 2021)

At this point, the subject expressed a complex feeling when facing anxiety. Such as an increasing heart rate, feeling tremor, or shaking body. She also stated that when her anxiety comes, she directly got stomachache.

d. M’s feeling when she faced anxiety

The next answer from M shows that she also shared the same experience with NA. Here is her response to the questions.

“ I’m usually having a cold sweat. When I’m having anxiety, usually my ears felt like burning. “ (M, the fourth research subject. Interviewed on December 24th, 2021)

Based on her answer, it shows that she is suffering an unique symptoms. Because the other students, mostly feel cold sweat and other symptoms. But she said when she feels anxiety, her ears feel like burning.

e. H’s feeling when she faced anxiety

The next answer comes from H. Here is her response to the questions

” usually I am stuttering when anxiety attacked me, I got cold feet and hands. Also I feel tremor ” (H, the fifth research subject. Interviewed on December 24th, 2021)

What is expressed by H, she gets hard to speak when she got anxiety, because she is stuttering, and also tremor. Both of them totally could affect the way she speaks in public.

Based on the interviews above, the researcher concludes that students feel when anxiety attacked such as increased of heart rate, cold sweat, cold feet and hands, tension, trembling hands, sometimes they felt stomachache in

certain conditions. They also felt their ears feel burning. Also, they admit that they have a stutter when they have anxiety. It can be shown in the table below.

Table 4.1 Students Feel When They Have Anxiety

Students Feel When They Have Anxiety		
No	Research Subject	Feel
1.	The 1 st informan	<ul style="list-style-type: none"> - Feel trembled. - Lost words/Blank - Can't get into the argument - Cold sweat
2.	The 2 nd informan	<ul style="list-style-type: none"> - Tense
3.	The 3 rd informan	<ul style="list-style-type: none"> - Heart rate increased - Feel tremor - Have a sudden stomachache
4.	The 4 th informan	<ul style="list-style-type: none"> - Having a cold sweat. - Ears felt like burning.
5.	The 5 th informan	<ul style="list-style-type: none"> - Stuttering - Cold feet & hands - Tremor

2. Reason Why Students Feel Anxiety When They Perform English Speaking

Reason why students feel anxiety when they perform English speaking is the second category that investigated in this research. In this part the researcher discovers many reasons. The reasons will be discussed below

a. NA's reason why she feels anxiety

When the researcher asked NA about the reason why she experienced anxiety, here is her response:

“ Because I'm afraid of being wrong, afraid of being mispronunciation. Moreover when I'm in front of people who have more capability than me, I feel unwilling to talk, and I also have a limit vocabulary” (NA, The first research subject. Interviewed on December, 24th, 2021)

Based on the response from NA, it shows that she feels insecure with afraid of being wrong, and afraid of being mispronunciation. She also said that the reason why she faced anxiety because she has a limit vocabulary, which can make her unable to talk smoothly.

b. SFR's reason why she feels anxiety

The response of NA was quite similar to the response of SFR. Here is the response

“ I'm afraid of being laughed by the audience. I'm afraid of producing mistakes, and mispronunciation” (SFR, The second research subject. Interviewed on December, 24th, 2021)

Based on what she expressed, SFR has anxiety about the audience. She anxious about the audience response when she mispronunciations, or even producing mistakes.

c. MT's reason why she feels anxiety

The third answer which was quite same with previous two research subjects were stated by MT when the researcher asked him about her reason why she feels anxiety.

“well the first is because I lack of confidence, the second is i lack of vocabulary, and the third I said “*eeee*” a lot when I speak. I’m afraid of producing mistakes, and then people will be laughing at me. “ (MT, the third research subject. Interviewed on December, 24th, 2021)

Based on interviews, she confessed that she lack of confidence, and vocabulary. Just like the previous subject research, she also worried about producing mistakes, and afraid of being laughed by their friends/audience.

d. M's reason why she feels anxiety

In line with NA, and SFR's answer, here is M response:

“Because, I have a limit vocabulary, so I can't put words together, that's why I'm afraid to speak. And also my classmates are smart, so I'm kind of afraid to talk” (M, the fourth research subject. Interviewed on December, 24th, 2021)

The extract shows that the limitation of vocabulary plays main role in triggering anxiety. Just like M said. She cannot put words together. Moreover she anxious about the audience's response.

e. H's reason why she feels anxiety

The next answer comes from H. The following extract is the response of H to the researcher's question

“I'm afraid of being wrong. I'm afraid people will misinterpret what I said, because my grammar hasn't good enough. Furthermore there are few vocabularies with synonym, like much and many. When I feel anxiety, sometimes all the stuff that I learn is missing.”

“ and also when I got pointed by lecturer suddenly. You know when we wanted to speak , usually we make draft first. So

when the lecturer pointed me suddenly, I have no idea what to say, and that could trigger anxiety kak” (H, the fifth research subject. Interviewed on December, 24th, 2021)

From H interview, she admitted that she lacks of grammar, then she afraid of people will misinterpret, or even misunderstanding about what she wanted to deliver. She also expressed that there are few of vocabularies that she cannot differentiate when she is in apprehensive situation. She stated that one of the reasons why she has anxiety because sometimes the lecturer pointed her unexpectedly.

Based on the answers from all research subjects, it can be concluded that there are many reasons why students have anxiety, such as lack of vocabulary, can't put words together, fear of making mistakes, especially when they are in the middle of their friends who have more capability than them, afraid of being laughed by the audience, also they are afraid of mispronunciation. And they also mention that one of the factors that trigger their anxiety is type of task, such as pointed by the lecturer unexpectedly.

Table 4.2. Students' Reasons Why They Feel Anxiety

Students' Reasons Why They Feel Anxiety		
No	Research Subject	Reason
1.	The 1 st informan	<ul style="list-style-type: none"> - Afraid of being wrong - Afraid of being mispronunciation - Have a limit vocabulary
2.	The 2 nd informan	<ul style="list-style-type: none"> - Afraid of being laughed by

		<p>the audience</p> <ul style="list-style-type: none"> - Afraid of producing mistakes - Fear of mispronunciation
3.	The 3 rd informan	<ul style="list-style-type: none"> - Lack of confidence - Lack of vocabulary - Fear of producing mistakes - Fear of being laughed by the audience
4.	The 4 th informan	<ul style="list-style-type: none"> - Have a limit vocabulary - Can't put words together - Feeling insecure
5.	The 5 th informan	<ul style="list-style-type: none"> - Lack of grammar - Afraid of being misinterpret by people - Being pointed unexpectedly by the lecturer

3. The Impact Of Students' Anxiety In Their Speaking Performance

Then there is the impact of their anxieties on their speaking performance. The researcher asked them, what could possibly the impact of their anxiety to their speaking performance. The discussions are below:

a. The Impact of anxiety to NA's Speaking Performance

When NA was asked about what is the impact of anxiety toward her speaking performance, she answered it by the following answer.

“ I feel nervous, and trembling. When I’m trembling, it will affect the way I speak, which is my voice is also shaky. “ (NA, the first research subject. Interviewed on December, 24th , 2021)

She confessed that when she is having anxiety, she is trembling, or tremor. And it may influence the way she speaks. Because when they speak with that condition, the way she speaks became not proper. Or in this case, their voice was shaking

b. The Impact of Anxiety to SFR’s Speaking Performance

The second answer was stated from SFR when the researcher asked her about the impact of anxiety to her speaking performance.

“ obviously. I feel blank. I don’t know what I wanted to say. Especially when I got pointed unexpectedly by the lecturer. I have no idea what I’m going to say, and also I lost confidence. (SFR, the second research subject. Interviewed on December, 24th, 2021)

Due to SFR answer, she thinks that anxiety obviously has impact to her speaking performance. Because, she felt blank, and she lost words, she has no idea what she’s going to say. She also lost confidence.

c. The Impact of Anxiety to MT’s Speaking Performance

The third answer which was quite same with previous research subjects were stated by MT.

“exactly. Because I blank. I lost words”(MT, the third research subject. Interviewed on December, 24th, 2021)

Based on her answer, it its known that when we having anxiety, it is obvious, that we suffer from blank, and we suddenly lost words. And it’s proven by MT’s interview.

d. The Impact of Anxiety to M’s Speaking Performance

When she was asked what is the impact of anxiety to her speaking performance, she stated that:

“ yes, it influence my speaking performance. Because when we are anxious about something, our brain went blank. And we have no idea what we are going to say, and we definitely producing mistakes. When I’m having anxiety, I tend to make unnecessary move, which can affect when I speak in public, or in front of class, the audience, or interlocutor will be disturbed by that. “ (M, the fourth research subject. Interviewed on December, 24th, 2021)

M uttered that when she faced anxiety, she tend to make unnecessary moves. When she did that, the audience might be disturbed by that. Moreover she admitted that she went blank every time she is having anxiety. Which can make worse the impact of her anxiety to her speaking performance.

e. The Impact of Anxiety to H’s Speaking Performance

Here is H’s opinion about the impact of anxiety to her speaking performance. It stated below

“ it is clearly that anxiety affects the way I speak. Whenever I’m facing anxiety, I’m stuttering” (H, the fifth research subject. Interviewed on December, 24th, 2021)

Based on her explanation, H feels so disturbed by anxiety. Because she is stuttering whenever she is facing anxiety. And because of that she cannot speak smoothly, and totally affects her speaking performance.

Due to preceding explanations above, some of them confess that they lost their words, or their brain went blank. They don’t know what to say. They felt nervous, tremble, and stutter. And also they tend to make unnecessary move, which can affect their performance. They also said that they have lack of confidence

Table 4.3. The Impact Of Students' Anxiety In Their Speaking Performance

The Impact Of Students' Anxiety In Their Speaking Performance		
No	Research Subject	Impact
1.	The 1 st informan	- Shaky Voice
2.	The 2 nd informan	- Lost confidence
3.	The 3 rd informan	- Lost words
4.	The 4 th informan	- Producing mistakes - Tend to make unnecessary move
5.	The 5 th informan	- Stuttering

4. Students' Strategies in Reliving Anxiety

They have several variations of strategies that they applied to relieving their anxiety. Here are some confessions from the research subject

a. NA's Strategy In Reliving Anxiety

When NA was asked about how's her strategy in reliving her anxiety, she answered it by the following answer.

“ I be more willing to take risk, whatever the risk, whether it's I'm wrong, or I'm right, I don't care. And also I tried to correct my errors, and always tried to give my best.” (NA, The first research subject. Interviewed on December, 24th, 2021)

“ I always tried to give my best. and not giving up. For the example, when the lecturer pointed me, and I cannot answer, I wasn't giving up. I tried to fix my mistakes by always raised

my hand in order to deliver what I wanted to answer” (NA, The first research subject. Interviewed on December, 24th, 2021)

As her answer through the question about her strategy in reliving anxiety, she emphasized she is more willing to take risk to achieve the goal of speaking. She also stated that she tried to give her best, as she could. She wasn't giving up, and always tried to improve, or correct her mistakes

b. SFR's Strategy In Reliving Anxiety

SFR's strategy was stated below

“I tried to be more confident to speak. And I tried to be more relax, for reducing mistakes. I suggest myself to be more confident” (SFR, The second research subject. Interviewed on December, 24th, 2021)

SFR uttered that when she faced anxiety, she tried to suggest herself to be more confident to speak. Followed by tried to be relax for reducing mistakes on her speaking performance.

c. MT's Strategy In Reliving Anxiety

MT has a unique strategy. Here is MT responses towards the research questions.

“ when I speak in front of the class, I tried to not paying attention to the audience. I tried not to make eye contact with them. I look to the head of the audience. This way keeps me focus to remember the material that I'm going to deliver. “ (MT, The third research subject. Interviewed on December, 24th, 2021)

Based on her explanation, When she is going to speak in front of the class, she tried to not paying attention to the audience, in this case, she is not make eye contact. But the she looks to the head of the audience which make them less anxious, or reduce

their nervousness. This strategy helped her to stay focus, in order to keep remembering what they are going to deliver.

d. M's Strategy In Reliving Anxiety

While M, as the fourth research subject shared the same strategy with SFR.

“ I tried to be more confident. I also keep practicing at my home.” (M, The fourth research subject. Interviewed on December, 24th, 2021)

She confessed that, she tried to be more confident to speak, followed by keep practicing in home.

e. H's Strategy In Reliving Anxiety

The next response comes from H, as she said that:

“ my strategy is keep positive thinking. You shouldn't be in negative thoughts. Because, negative thoughts could lead you to be more anxious. And then I motivate myself. I also tried to improve my vocabularies by listening to music” (H, The fifth research subject. Interviewed on December, 24th, 2021)

H explains that she keeps her thoughts positive, to reduce her anxiety. She prevents her negative thoughts, because in her opinion, negative thought only make her anxiety get worse.

From those explanations about the strategy in reliving anxiety, it can be concluded that the five research subjects have their own strategies. Some of them answered they tried to suggest their self to be more confident to speak. Followed by tried to relax for reducing mistakes, they said that they are more willing to take risks, tried to give the best performance. And not paying attention to the audience. It can be shown in the table below.

Table 4.4. Students' Strategies In Reliving Anxiety

Students' Strategies In Reliving Anxiety		
No	Research Subject	Strategies
1.	The 1 st informan	<ul style="list-style-type: none"> - More willing to take risk - Tried to give the best performance
2.	The 2 nd informan	<ul style="list-style-type: none"> - Tried to be more relax - Suggest herself to be more confident
3.	The 3 rd informan	<ul style="list-style-type: none"> - Not paying attention to the audience.
4.	The 4 th informan	<ul style="list-style-type: none"> - Tried to be more confident
5.	The 5 th informan	<ul style="list-style-type: none"> - Keep positive thinking - Motivate herself

B. Discussion

This part will discuss and explore more about students' strategies in reliving anxiety. As the purpose of this research, this part will be divided into four main parts. This part will discuss about the findings of this research deals with what students feel when they have anxiety. The second part will investigate about the reason why students feel anxiety. The third part will discuss about the impact of their anxiety to their speaking performance, and the last part will explain about students' strategies in reliving anxiety. The discussions about the five research subjects will be explained thoroughly.

1. What Students feel when they have anxiety

This research has find out what the students' feel when they have anxiety.

a. NA as the First Research Subject

She stated that whenever she is in new environment, she feels nervous and anxious. She is worried being judge negatively by people. Whenever she faced anxiety, her body is trembling, or tremor. She is not focus, or you can say that she forgets what she wants to deliver. Which can make worse her anxiety. She is also having a cold sweat, which can make her harder to focus to speak.

b. SFR as the Second Research Subject

SFR said, whenever she gets the chance to speak English, at first, she feels happy. But, as the time goes by, she is having anxious, and worry. Every time she faced anxiety, she feels tense. Especially, at the first meeting of the class. She confessed, it is because she hasn't figured out how is the scoring system from the lecturer.

c. MT as the Third Research Subject

Due to MT, she stated that when she faced anxiety her heart rate was increased, followed by trembling. It's obviously has serious impact to the students. Because when they feel such this way, they are having trouble in receiving the lesson. Also MT delivered that when she has anxiety, she unexpectedly got stomachache, which can affect the process of learning, and ruin her concentrate.

d. M as the Fourth Research Subject

M, she personally feels cold sweat when she is facing anxiety. She said that she is very anxious when she wanted to speak English. Her heart rate also increased. Moreover she feels like her ears are burning somehow. When in threatened conditions, she confessed that she tend to avoid to look into the lecturer, because she worried of get pointed by the lecturer.

e. H, as the Fifth Research Subject

He delivered her feelings when she faced anxiety such as tremor, followed by cold hands and feet. Then she stated that when she is anxious, she is stuttering in speaking. Which can disturb her speaking performance. Because when she is stuttering, she cannot deliver her ideas, and could trigger anxiety. And not to forget that she also has an increased heart rate.

The researcher employed observation, and interview to know what students' feel when they have anxiety. The researcher can conclude that, students have physical symptoms. Most of them answer that they feel increased of heart rate, followed by cold sweat, cold feet and hands, tension, trembling hands, sometimes they felt stomachache in certain conditions. Moreover they have stuttering, and somehow they feel their ears burning when having anxiety. Based on the result of problem above, it can be concluded that this research findings is in line with Aulia Nisa Khusnia (2016), previous research findings who conducted a research entitled " Students' Perspectives on Speaking Anxiety in the English Foreign Language Classroom ". The qualitative findings of the study indicate that there are several physical symptoms that appear when students having anxiety. Based on the theory, there are some of the physical symptoms include headaches, clammy hands, cold fingers, shaking, sweating, pounding heart, get very tense.

2. Reason Why Students Feel Anxiety When They Perform English Speaking

This part discuss about the reason, or the factors that cause anxiety in students.

- a. NA, as the First Research Subject

Based on the findings, NA stated that the reason why she have anxiety because she is afraid of being wrong, especially when she is in front of her friends who have more capability than her, or smarter than her. She thinks that she feels embarrassed to talk, because she overly concerned with other people's opinion. Followed by she is afraid of being mispronunciation. She stated that she also has a limit vocabulary.

b. SFR, as the Second Research Subject

The findings show that SFR shared the same experience with previous research subject. SFR is afraid of being laughed by the audience, or fear of negative evaluation by the classmates. Moreover, she stated that she is afraid of being mispronunciation, and fear of speaking inaccurately, because she lack of vocabulary.

c. MT, as the Third Research Subject

Based on the findings about the third research subject's reason why she felt anxiety, because she admitted that she lack of confidence followed by lack of vocabulary which can make her even harder to deliver her thoughts. The students who experience failure in speaking performance, they will better to be quite than taking risk to fail again therefore they afraid of being laughed by the audience, same case with MT.

d. M, as The Fourth Research Subject

Due to the findings, M delivered that she also having trouble with lack of vocabulary, that make her can't put words together. She feels insecure with her friends in class. M feels that her friends are better than her, so she is afraid to talk in front of class, which could trigger her anxiety whenever she is in speaking class.

e. H, as The Fifth Research Subject

Based on the findings, H stated that the reason she have anxiety because she is having trouble with her grammar, or she lacks of grammar. Moreover, she is afraid of being misinterpreted by people. She has fear in misunderstanding what is being said in classroom, which can lead to communication apprehension. She stated that one of the reasons why she has anxiety because sometimes the lecturer pointed her unexpectedly.

Discussing about students' reason why they have anxiety based on the findings in the previous part, the five researcher subjects mostly share similar factors why they have anxiety. Based on the result of the interview, the researcher took some conclusion about the reason why students' having anxiety. In this case, have a limit vocabulary is the most significant factors that could trigger anxiety in class. It's proven on the interview. Followed by fear of producing mistakes, and afraid of being mispronunciation which make them feel unwilling to speak, they can't put words together, or deliver their ideas. The next cause of speaking anxiety is fear of being laughed by the audience. This is also one of the most significant factors that could trigger their anxiety, and also it could affect their self-esteem. Moreover, being misinterpreted, and being pointed unexpectedly also could trigger anxiety for them. Based on the finding in the research above, it can be concluded that theory of Ravica Rayani (2016) was appropriate with the real conditions. It said that factors affecting student' fear make mistake in speaking English, reading, or pronunciations, difficulty in translate in English. She also stated in her findings that if students' answer and speaking English wrong the students will be laughed at their friends include in fear or negative evaluation. and also afraid of making a mistake in the vocabulary that understand

include (communication apprehension in low speech skill), which have same conditions with the problem above.

3. The Impact of Students' Anxiety In Their Speaking Performance

This part discusses about the impact of anxiety in students' speaking performance.

a. NA, as the First Research Subject

The impact of anxiety to NA's speaking performance was nervous. Followed by trembling. She said that it can totally affect her speaking performance. Because when she is trembling, her voice also shaky, which can disturb her concentrate during her speaking performance.

b. SFR, as the Second Research Subject

In addition, SFR stated that her brain went blank. She has no idea what she is going to say, moreover when the lecturer pointed her unexpectedly. She directly lost her confidence.

c. MT, as the Third Research Subject

MT feels some impacts as previous research subject. She also feels blank. She lost her words.

d. M, as the Fourth Research Subject

M stated that, it is obviously that anxiety can affect her speaking performance. Because she stated that when she is facing anxiety, her brain is blank, and she has no idea what to say, and producing mistakes. She also adds that when she is anxious, she tend to make unnecessary move, and by that, her speaking performance will be not maximum, and the audience will be disturbed.

e. H, as the Fifth Research Subject

Based on the findings, H confessed that every time she has anxiety, it can affect the way she speaks. It is because she is

stuttering every time anxiety her anxiety attacked. And by that she can't speak fluently, or smoothly, which can make worse her anxiety.

The impacts mentioned above are similar to the findings of Santri E.P. Dhajimo, Dewi, & Elisna (2018). On this finding, there are several obvious and visible psychological reactions that have been noted during their speaking performance. they are: they made unnecessary mistakes regularly, they couldn't speak fluently because they paused awkwardly (stuttering and/or cluttering) they started sweating and panic and so they lost control over what they would say (going blank). Also it has been noted that several students showed their behavioral reactions, such as stammering, fidgeting, trembling, procrastination and avoidance which made them uneasy in their performance. In summary, anxiety is a serious problem for students that can affect their speaking result. Since the root of students' problems has a lot to do with psychological factors, they must be treated psychologically, such as constantly motivating them to improve their speaking skill and other skills. Briefly, some studies proved that the anxiety has bad impact toward students in English learning. The anxiety affects their speaking performance.

4. Students' Strategies in Reliving Anxiety

To speak well, students need to reduce anxiety by having strategies to reduce their anxiety. This part will discuss how they overcome their anxiety

a. NA, as the First Research Subject

As the first research subject, she admitted that to overcome her anxiety, she is more willing to take risk. She also emphasized that

she tried to give her best, as she could. She wasn't giving up, and always tried to improve, or correct her mistakes

b. SFR, as the Second Research Subject

SFR showed different strategies that she applied to overcome her anxiety. She stated that she tried to be more relax, for reducing mistakes when she speaks in front of the class. And, she tried to suggest herself to be more confident for reducing her anxiety.

c. MT, as the Third Research Subject

Furthermore, in addition MT said that not paying attention to the audience is her way to overcome her anxiety. She said that she used this strategy to reduce her nervousness and to keep her focus to remember what she is going to deliver. However, she only stares at the audience's head, not making eye contact to them

d. M, as the Fourth Research Subject

In M opinion, she thinks that she tried to be more confident is her only strategy in reliving her anxious, just like SFR shared.

e. H, as the Fifth Research Subject

H confessed that she tried to keep positive thinking whenever her anxiety attacked. Because in her point of view, when you are in anxious situation, negative thinking will only make your anxiety get worse. So she keeps positive thinking for overcome her anxiety. Besides, she keeps motivate herself to relieve her anxious.

In order to speak fluently, students must have strategies to relieve their anxiety. This study presented several different strategies derived from the student's direct practice of speaking English in classroom. There are several other strategies that had same with the previous study of Kondo and Ling (2004). There are five strategies to reducing anxiety based on their study. They are

preparation, relaxation, positive thinking, peer seeking and resignation. In the findings of this study displayed the conclusions of interview data about the strategies that students used to reliving their anxiety, they are:

- 1) More willing to take risk
- 2) Give the best performance
- 3) Tried to more relax
- 4) Suggest their self to be more confident
- 5) Not paying attention to the audience
- 6) Positive thinking
- 7) Self-motivation

a. Preparation

The first is preparation. Which the typical of items of preparation are: Try to get using English, study hard, ask help form friends, check dictionary, ask the teacher some questions, practice English in mind, try perform better, prepare our self-better, think carefully about where I am having trouble, and ect. So, point number 2, or give the best performance includes in here.

b. Relaxation

One of the ways to deal with anxiety is to practice relaxation techniques. Relaxation can be an effective was to relieve stress and can benefit our body, mind and spirit. From the data, the researcher found some types of relaxation that used by the students. Such as tried to more relax, and not paying attention to the audience

c. Mindset management

Mindset management is an intellectual mindset that involves the system of incorporating positive thoughts, words, and images for the improvement of our mind. We recognize that thinking is a key to do something. So if we have positive thoughts, we will do a good thing. And if we keep thinking about negative stuffs, or if we have a negative thinking perception, we will weak in doing something. Due to the strategies that mentioned by students, they said that they tried to suggest their-self to be more confident followed by positive thinking, and self-motivation was included in this part.

d. More Willing to Take Risk

Risk taking can also lead to learning new skills. You will never know unless you try. Being encouraged to take risk in class allows student try something different. Even it's not easy. This strategy allows student to face their own anxiety. And by more willing to take risk, they learn how to not giving up, and they can learn by the risk that they took. For example, one of the research subjects confessed that whenever she failed to answer the lecturer's question, she didn't want to give up. She even comes up with her better version, by correcting, or improves, her mistakes.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusion of the study and the suggestion proposed based on the findings.

A. CONCLUSIONS

Based on the findings and discussions in the preceding chapter, the researcher would like to draw the following conclusions:

1. There were few symptoms that felt by students in speaking class C in the third semester of English Department in IAIN Parepare when they are having anxiety. The researcher found the facts that, they feel trembled, lost words/blank, followed by can't get into the argument, and also having a cold sweat. Moreover, they also very tense, and their heart rate increased, and somehow, they have a sudden stomachache. In addition, stuttering, feeling of burning ears, and cold feet & hands become the next symptoms that they feel.
2. There were several reasons why students feel anxiety when they perform English speaking. They are afraid of producing mistakes, for example mispronunciation. Then, they have limit vocabulary which can be the next obstacle when they are going to speak, because they can't put words together. There is also lost confidence. Also, they confessed that they lack of grammar. Moreover, fear of being laughed by the audience, fear of being misinterpreted by people, and being pointed unexpectedly by the lecturer also could lead anxiety for students.
3. The students' anxiety especially in speaking English classroom obviously caused some impacts to theirs speaking performance. This research found some effects of anxiety that felt and showed by the

EFL students in their speaking performance, such as nervous, trembling, having shaky voice. Then there is also feel blank, or they have no idea what to say. They lost confidence, and producing mistakes. Then followed by tend to make unnecessary move and stuttering. That was concluded through observation and interview result during students speaking English performance.

4. The ultimate goal of this study was to present strategies to reduce anxiety in students speaking English performance. from doing the interview, the researcher divided some categories about the strategies that were used by the students to relieve their anxiety in speaking English, such as Preparation, Relaxation, Mindset management and More Willing to Take Risk

B. SUGGESTIONS

Referring to the research findings in describing what students feel when they have anxiety, why students feel anxiety, what are the impacts of students' anxiety in their speaking performance, and what are the strategies that the students applied to relieve their anxiety, the researcher would like to state some suggestions:

1. For the lecturer/students

Since the anxiety plays main role in affecting students' performance in speaking, the lecturer or the teacher should create a friendly situation in class and create a comfortable situation for students to create good interaction between the students and the lecturer/teacher. It is because when the lecturer/teacher is not friendly, the students tend to be more tense, which can make their anxiety get worse. If their anxiety gets worse, they couldn't receive the lesson well. The lecturer/teacher could insert some jokes in their class, so the students could feel more comfortable. And it could lead the students to

be more active and brave, or even be more confident to learn the material

2. For students

When learning speaking, students are expected not to feel nervous, or anxious when speaking English in class. Students should prepare before joining speaking class. In learning process, when the lecturer/teacher pointed students unexpectedly, the students should try to deliver their idea. The students shouldn't be afraid of making mistakes, because that is called learning. That's why practice makes perfect. They should be more confident. To relieve anxiety, they should know, or even learn more and try to apply some strategies to relieve their anxiety in speaking performance.

3. For the next researcher

For the upcoming researcher who interested to conduct a similar study, this study can be a reference for them to support their research. The researcher hopes that the next researcher can do their research better and can continue with this research.

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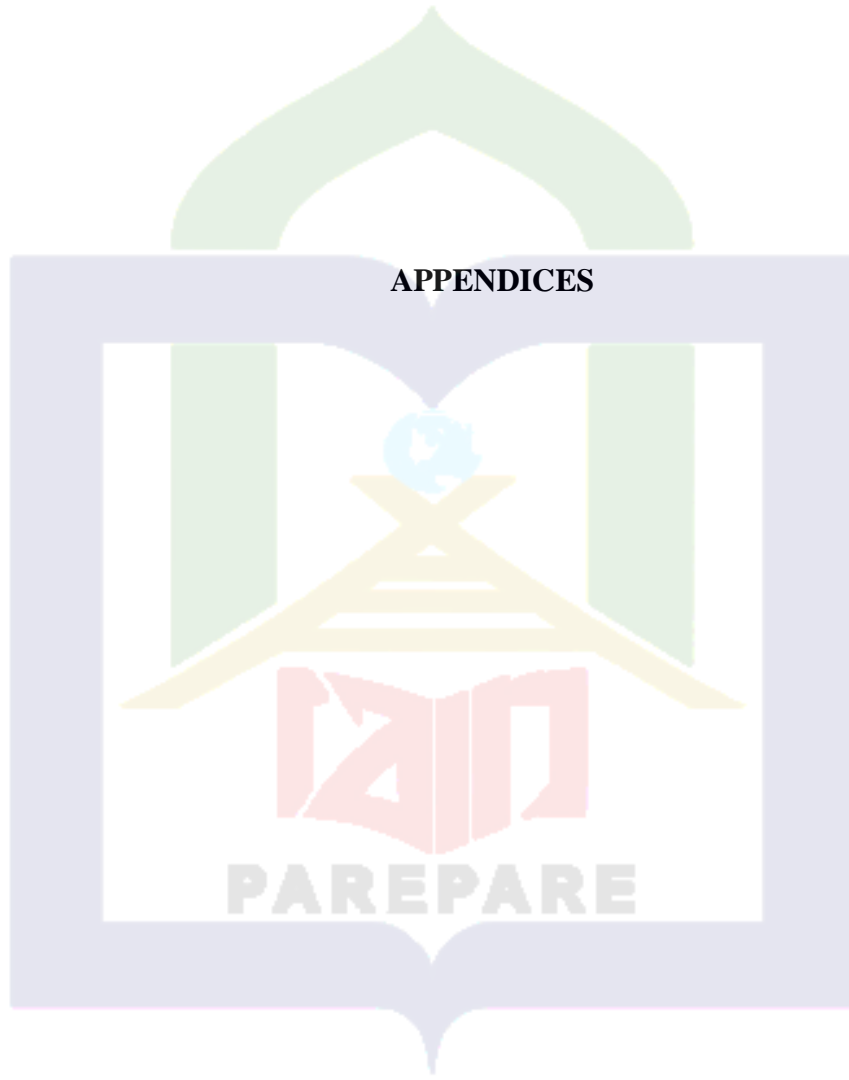
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APPENDICES

Appendix 1

Interview Protocol

A. Open Interview

1. Research Subject

- a. Do you think learning English is important?
- b. What is your motivation in learning English?
- c. What skill do you master the most?
- d. How do you improve your speaking skill?

B. Focus Interview

1. Focused Interview about Students' feel when they have Anxiety

- a. Please describe your feelings when you want to speak English.
- b. What are the obstacles in your speaking performance?
- c. Are there other things that disturb you in speaking English? What are they?

2. Focused Interview about Factors that caused Students' Feeling Anxiety In Speaking Performance

- a. Are you confident of your ability?
- b. Why do you feel anxiety in speaking English?
- c. What kind of anxiety that you feel when you speak English?
- d. According to you, how do you think people in your classroom will react if you make mistakes?
- e. What are the factors that trigger anxiety in speaking English?

3. Focused Interview about The Impact of Students' Anxiety In Speaking Performance

- a. Is your heartbeat increase when lecture asks you to come forward the class to tell something in English suddenly?
- b. Do you feel scared or anxious when you are asked to retell the material in English in class?
- c. When you feel anxiety, do you think it can affect you speaking performance?
- d. Does the result of your low speaking values make you felt unsure about speaking English fluently?

4. Focused Interview about Students' Strategies in Relieving Anxiety In Speaking Performance

- a. When you find yourself in a stressful situation, do you primarily worry, or do you actively seek solution?
- b. Do you have strategies to relieve your anxiety?
- c. Do you have any ideas of ways to make the foreign language class less stressful?
- d. How do you feel after talking this issue?

Appendix 2

Interview Transcript

Interview 1

R : Researcher

S1 : Student 1 (Nur Amalia)

R : Bismillahirrahmanirahim, please introduce yourself

S1 : Eee my name is Nur Amalia, and I'm from PBI 3.

R : Here are several questions I would like to ask you. First is Do you think that English is important?

S1 : Of course kak

R : Apa yang menjadi motivasi anda untuk belajar bahasa Inggris?

S1 : ee, because, dulu itu waktu saya SD, bodo bahasa Inggris. Tapi lama-lam, ada minat ku bahasa inggris. Ku suka bahasa inggris. Jadi, semenjak suka ka dengar lagu bahasa inggris, karena ada kesenangan tersendiri, jadi masuk ka perguruan tinggi, ku pilih jurusan bahasa inggris, karena ku suka

R : Kemampuan apa yag paling anda kuasai?

S1 : Speaking

R : Bagaimana cara anda untuk meningkatkan kemampuan berbicara anda?

S1 : Dengar music, lalu saya artikan, lalu saya ulangi lagi. Dan saya belajar tentang pronounciationnya, dan juga saya menonton film.

R : Tidak pernah ki coba untuk bicara sendiri, atau practice sendiri?

S1 : Iya sering ji kak, di rumah

- R : Okay, eee. Coba tolong jelaskan, perasaan anda ketika anda ingin berbicara bahasa Inggris
- S1 : Pertamanya malu kak. Karena saya takut di bilang sok pintar sama orang. Tapi tergantung lagi dari lingkungan ta
- R : Jadi perasaan ta waku mau bicara bahasa inggris, waswas, malu, degdegan?
- S1 : Iye kak
- R : Apa yang kita rasa ketika cemas ki?
- S1 : Gemetar kak, saya juga lupa apa yang mau sa bilang. Tidak bisaka berargumen, dan keringat dingin
- R : Apa yang menjadi kendala anda dalam berbicara bahasa inggris?
- S1 : Eee kendala itu, takut salah. takut salah dalampronunciation nya. Apalagi kalo di depannya ki orang yang lebih tau, jadi pasti malu2 untuk berbicara kak.
- R : Mhm.. okay, Apa yang anda rasakan ketika pertama kali berada di kelas speaking?
- S1 : Eeee, pertamanya pasti itu kak mauka liat situasi kelas. Bagaimana ini dosennya, bagaimana teman-temannya. gugup iyya kak. Karena kalo di lingkungan baru itu pasti manusiawi skali ji kalo gugup dan cemas.
- R : Adaga kecemasan kalo mauki berbicara?
- S1 : Ada kak
- R : Mengapa anda cemas dalam berbicara bahasa Inggris?

- S1 : Karena itumi kak, di depannya ki orang-orang pintar, siapa tau salah ki, pasti maluki
- R : Bagaimana perbedaan anda ketika awal kelas dan sekarang?
- S1 : Awal awalkan gugupki kak, nda bisa ka juga berbicara bahasa inggris di depannya teman-teman, karena siapa tau dia lebih tau dari saya. Tapi sekarang, saya sudah tidak takut salah lagi
- R : Faktor apa yang menyebabkan kecemasan anda di awal pertemuan kelas?
- S1 : Karena tidak tau bahasa inggris. kurangnya vocab ku, sama pronunciation saya juga masih harus di latih kak .
- R : Ketika anda merasa cemas, apakah anda berfikir bahwa itu akan mempengaruhi penampilan anda dalam berbicara bahasa inggris?
- S1 : Iyee. Gemetar kak pas bicara ki, trus gugupki, itu juga yang di bilang ikut I juga gemetar. Gagap. Di lupa semua apa yang mau di bilang kak
- R : Ketik anda merasa di situasi tertekan, apakah anda merasa cemas, atau apakah anda mencari solusi yang efektif?
- S1 : Mencari solusi yang efektif kak. Ku lewati kecemasan ku. Berusaha ka untuk berikan yang terbaik, ku sampaikan apa yang bisa kusampaikan. Semisal di tunjuk ka sama dosen, dan tidak bisa ka menjawab, akan terus berusaha menjawab dan memperbaiki kesalahan ku, meskipun dosen telah menunjuk orang lain, akan ku angkat terus tanganku sampai bisa ka menjawab. Tidak mauka menyerah
- R : Apakah anda mempunyai strategi untuk mengurangi rasa cemas yang anda miliki?
- S1 : Itumi tadi kak. lebih berani ka mengambil resiko. Apapun resikonya, mau saya salah atau benar, itu urusan belakang. Dan juga selalu ka berusaha

memperbaiki setiap kesalahan kesalahan yang saya perbuat dan berusaha selalu memberikan yang terbaik

R : Apakah anda mempunyai ide untuk menjadikan kelas bahasa asing lebih rileks?

S1 : Saya belum punya ide kak

R : Bagaimana perasaan anda setelah perbincangan ini?

S1 : hehehe makin rileks kak.

R : Thank you so much, Nur amalia

S1 : Anytime kak

Interview 2

R : Researcher

S2 : Student 2 (Sasfira)

R : Bismillahirrahmanirahim, please introduce yourself

S2 : My name is Sasfira.

R : Okay sasfira, eee. Apa yang menjadi motivasi anda untuk belajar bahasa Inggris?

S2 : ee, motivasinya karena saya suka liat orang berbicara bahasa inggris, jadi tertarik ka untuk belajar lebih dalam bahasa Inggris

R : Kemampuan apa yag paling anda kuasai?

S2 : Mhhmmm, menurut ku kak, tidak ada, dan tidak bisa ka nilai diriku sendiri. Tapi kalo berbicara soal skill yang paling saya suka itu, speaking.

- R : Bagaimana cara anda untuk meningkatkan kemampuan berbicara anda?
- S2 : memperbanyak vocab, bias aka juga bicara sendiri depan cermin, atau dengan teman. Membahas apapun itu yang penting di campur I bahasa nya, Indonesia dan inggris
- R : Okay, eee Coba tolong jelaskan, perasaan anda ketika anda ingin berbicara bahasa Inggris
- S2 : Pertamanya itu kak senang. Tapi tetap ada rasa cemas dan khawatir, dan juga takut salah
- R : Apa yang menjadi kendala anda dalam berbicara bahasa inggris?
- S2 : Eeee pertamanya itu gugup, yang kedua kurang vocab, yang ketiga itu takut di tertawai sama orang-orang.
- R : Mmhm.. okay, Apa yang anda rasakan ketika pertama kali berada di kelas speaking?
- S2 : Eeeee merasa senang. Karena yang pertama kan tadi mauka perdalam bahasa inggris ku. Tapi lama kelamaan tegang. Karena juga belum di tau cara penilaiannya bapak. Begitu kak
- R : Bagaimana perasaan anda ketika awal kelas, dan sekarang?
- S2 : pertamaya pasti tegang skali kak, tapi semakin kesini, semakin rilex mi
- R : Faktor apa yang menajadi pemicu ketegangan, dan kecemasan ta ketika awal2 kelas?
- S2 : Faktornya, apadi... mungkin karena saya takut salah, uhmm apalagi di, karena takut salah pengucapan, atau mispronunciation

- R : Oke, kan akhir2 ini anda sudah merasa rilex, faktor apa yang menjadikan anda lebih rilex?
- S2 : Karena saya sudah lebih tau cara ngajarnya bapak, saya juga sudah lebih terbiasa dengan lingkungan kelas, dan sudah beradaptasi dengan teman teman
- R : Ketika anda merasa cemas, apakah anda berfikir bahwa itu akan mempengaruhi penampilan anda dalam berbicara bahasa inggris?
- S2 : Yess, jelas. Yang pertama itu saya blank. tidak tau mau bilang apa. Apalagi kalo tiba2 di tunjuk. Tidak tau apa yang akan saya sampaikan. Dan juga tidak percaya diri
- R : Ketika anda merasa di situasi tertekan, apakah anda merasa cemas, atau apakah anda mencari solusi yang efektif?
- S2 : Iya kak, saya cemas. Solusinya itu saya berusaha untuk percaya diri bicara. Dan saya berusaha untuk santai, kaya jangan tagang. supaya tidak buat banyak kesalahan
- R : Apakah anda mempunyai strategi untuk mengurangi rasa cemas yang anda miliki?
- S2 : Kalo saya kak, saya mencoba untuk sugesti diri saya untuk lebih bisa percaya diri.
- R : Apakah anda mempunyai ide untuk menjadikan kelas bahasa asing lebih rileks?
- S2 : Tidak ada kak.

R : Tidak adaga saranta, untuk kelas bahasa asing? Seperti contohnya ketika di kelas bahasa asing, apa kah harus work in pairs, atau sebagainya?

S2 : Paling, mahasiswa harus bisa beradaptasi kak

R : Oh okay. Bagaimana perasaan anda setelah perbincangan ini?

S2 : Biasa saja kak. hehehe

R : Thank you so much, Sasfira

S2 : Yes kak

Interview 3

R : Researcher

S3 : Student 3 (Mutia)

R : Bsimillahirrahmanirahim, please introduce yourself

S3 : Yes, name is Mutia, I'm from the third semester. And my major is English Department

R : Apa yang menjadi motivasi anda untuk belajar bahasa Inggris?

S3 : Ee, karena saya suka kak, jadi saya mau lebih banyak belajar tentang bahasa inggris

R : Kemampuan apa yag paling anda kuasai?

S3 : Reading

R : Bagaimana cara anda untuk meningkatkan kemampuan berbicara anda?

S3 : Mmmm, kalau saya kak agak aneh sebenarnya, karena saya biasa berlatih berbicara ketika saya berkendara motor. Jadi dengan suara bising di jalanan, tidak ada orang yang memperhtikan dan mendengar, jadi saya dapat berbicara dengan leluasa

- R : Okay, move to the next question. Coba tolong jelaskan, perasaan anda ketika anda ingin berbicara bahasa Inggris ?
- S3 : Kalau saya ingin berbicara bahasa inggris di depan teman teman saya saya sangat senang. Tetapi ketika berbicara di depan umum, apalagi orang asing, saya cemas untuk bicara kak
- R : Apa yang anda rasakan ketika cemas?
- S3 : Kalau saya kak jantung berdebar-debar, gemetar, biasa juga tiba tiba sakit perutku
- R : Apa saja yang menjadi kendala anda ketika ingin berbicara bahasa Inggris?
- S3 : pertama itu kak, saya kurang percaya diri, yang kedua saya kurang vocab, dan yang ketiga, saya lebih banyak menyebutkan kata "eee" ketika saya berbicara
- R : Apa yang anda rasakan ketika pertama kali berada di kelas speaking?
- S3 : Awalnya itu kak saya orangnya pendiam, karena agak takut salah. Apalagi first impression saya tdengan bapak itu bilangka, dosen killer ini bapak, jadi cenderung pendiam ka di kelas. Tapi pas selanjutnya, bapak memotivasi saya, untuk berani speak up di kelas.
- R : Jadi awalnya ragu untuk bicara?
- S3 : Yess kak
- R : Mengapa anda cemas dalam berbicara bahasa inggris?
- S3 : Karena saya takut salah, uhhh, kan kalo misalnya salah, takut diketawai orang kak.

- R : Bagaimana perbedaan anda ketika awal kelas dan sekarang?
- S3 : Eee, Kalau sekarang kak saya lebih percaya diri. Lebih merasa nyaman
- R : Faktor apa yang menyebabkan kecemasan anda di awal pertemuan kelas?
- S3 : Mmmmm, sudah ku sampaikan dari awal kak, karena kurangnya vocab, dan takut salah
- R : Ketika anda merasa cemas, apakah anda berfikir bahwa itu akan mempengaruhi penampilan anda dalam berbicara bahasa inggris?
- S3 : Exactly kak.
- R : Seperti apa itu?
- S3 : Uhhh, kalo biasanya itu blank, kaya tidak tau mi apa mau di bilang. Lost words
- R : Ketika anda merasa di situasi tertekan, apakah anda merasa cemas, atau apakah anda mencari solusi yang efektif?
- S3 : Uhhmm. Kalo tertekan... apadi.... memberikan motivasi untuk diri saya agar lebih bisa memacu diri saya sendiri
- R : Apakah anda mempunyai strategi untuk mengurangi rasa cemas yang anda miliki?
- S3 : Ada kak.ummm, Ketika saya berbicara di kelas, bukan matanya audience yang sa lihat. tetapi saya melihat bagian atas kepalanya. Jadi, tidak tegangka,dan bisa ka lebih focus untuk ingat materi yang akan sa sampaikan.
- R : Apakah anda mempunyai ide untuk menjadikan kelas bahasa asing lebih rileks?

S3 : Menurut saya kak, mungkin games nya lebih di perbanyak karena kebanyakan orang lebih mampu menyerap materi atau bahkan hafalan ketika di selingi dengan permainan

R : Bagaimana perasaan anda setelah perbincangan ini?

S3 : Rasanya lebih lega kak. Karena ini sama halnya dengan curhat.

R : Ouuu, okayyy. Thanks a lot, mutia!

S3 : You're welcome kak

Interview 4

R : Researcher

S4 : Student 4 (Mutmainnah)

R : Bsimillahirrahmanirahim, please introduce yourself

S4 : well my name is Mutmainnah, I'm from 5th semester

R : Apa yang menjadi motivasi anda untuk belajar bahasa Inggris?

S4 : Eeee, karena memang saya suka bahasa inggris kak.

R : Kemampuan apa yag paling anda kuasai?

S4 : speaking sih kak.

R : Bagaimana cara anda untuk meningkatkan kemampuan berbicara anda?

S4 : Menghafal kosakata kak, berbicara sendiri.

R : Coba tolong jelaskan, perasaan anda ketika anda ingin berbicara bahasa Inggris . Apakah ada kecemasan

S4 : Cemas kak. Malahan cemas sekali

- R : Mhm.. okay, Apa yang anda rasakan ketika pertama kali berada di kelas speaking?
- S4 : Cemas sekali kak. Gugup
- R : Apa yang menjadi pemicu kecemasan ta?
- S4 : Mungkin karena kurang nya vocabulary ku kak, tidak bisa ka merangkai kata. Anu juga kak, karena teman-teman di kelas itu punya kemampuan lebih dari saya, jadi takut-takut ka bicara. Ya begitu mi kak
- R : Eee, bagaimana perasaan ta pas awal kelas dan sekarang?
- S4 : Awal awalnya itu kak, saya sangat gugup, tapi akhir akhir ini, masih gugup ji tapi tidak se gugup awal pertemuan ji.
- R : Apa yang menjadi faktor sehingga gugup anda itu bisa anda atasi?
- S4 : Eee, karena saya beranggapan kalau saya begini terus, saya bisa ketinggalan pelajaran oleh teman teman. Dan juga bapak dosen bilang berani saja untuk bicara, dan tidak takut berbuat salah
- R : Ketika cemas ki, apa yang kita rasa
- S4 : Keringat dingin, biasa juga itu kalo cemas ka kak, seperti kalo panas sekali telingaku, kaya takut bicara, berdebar-debar jantung ku
- R : Ketika anda merasa cemas, apakah anda berfikir bahwa itu akan mempengaruhi penampilan anda dalam berbicara bahasa inggris?
- S4 : Eee iya kak na pengaruhi. Karena misalnya cemas mki, blank mi otak, nda di tau apa mau di bilang, pasti salah ki. Saya kalo cemaska kak, banyak gerak ka. Jadi kalo banyak gerak ka, akan na ganggu itu penampilanku kalo bicara meka.

- R : Ketik anda merasa di situasi tertekan, apakah anda merasa cemas, atau apakah anda mencari solusi yang efektif?
- S4 : Ketika saya cemas kak, otak saya cenderung blank dan tidak dapat berfikir lebih jauh lagi. Jadi saya tidak dapat mencari solusi yang efektif
- R : Apakah anda mempunyai strategi untuk mengurangi rasa cemas yang anda miliki?
- S4 :Ee, kalo saya kak, lebih mencoba untuk percaya diri. Biasa juga kak kalo di rumah seringka bicara sendiri di depan cermin. Saya juga berusaha untuk motivasi diriku sendiri kak
- R : Apakah anda mempunyai ide untuk menjadikan kelas bahasa asing lebih rileks?
- S4 : Mungkin kayak begitu mi kak, belajar, tapi di selingi games games, biar tdk tegang
- R : Bagaimana perasaan anda setelah perbincangan ini?
- S4 : Eee, agak plong kak
- R : Thank you so much
- S4 : Yes kak

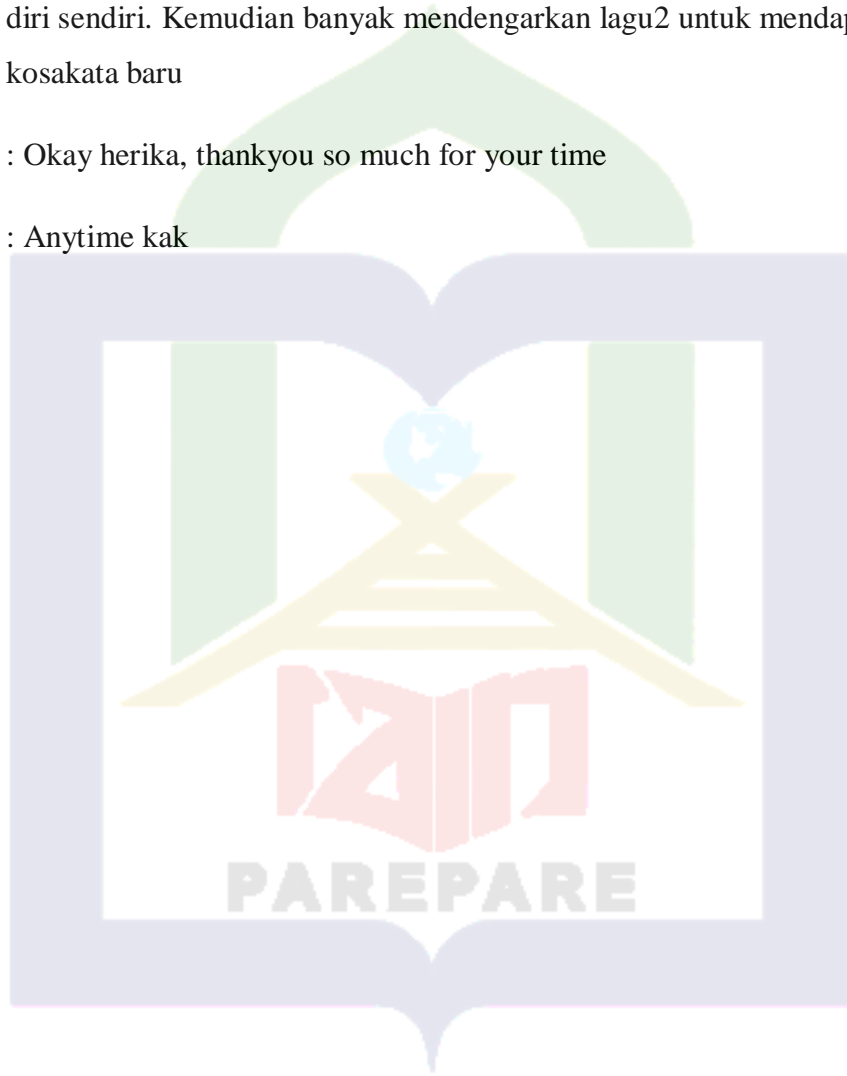
Interview 5

- R : Researcher
- S5 : Student 5 (Herika)
- R : Bsimillahirrahmanirahim, please introduce yourself
- S5 : My name is Herika, and I'm from 3rd semester

- R : Apa yang menjadi motivasi anda untuk belajar bahasa Inggris?
- S5 : Eee, karena semakin kesini persaingan globl itu sangat ketat kak. Jadi kita butuh untuk menguasai bahasa Inggris
- R : Kemampuan apa yag paling anda kuasai?
- S5 : Eee kalo saya di bagian grammar kak
- R : Bagaimana cara anda untuk meningkatkan kemampuan berbicara anda?
- S5 : Eee, kalo saya itu kak biasa berbicara sendiri di depan cermin.
- R : Coba tolong jelaskan, perasaan anda ketika anda ingin berbicara bahasa Inggris .
- S5 : Eee, Di situ mi keceemasan mulai ada kak. Karena ketika mauka bicara, otak saya blank, dan saya tidak dapat menyambung kata. Kalau dalam bentuk tulisan Alhamdulillah bisa. Tapi kalau mauka berbicara, saya kadang tersendat. Kadangeee ada beberapa kosakata yang susah untuk saya ucapkan
- R : Iya, itukan permasalahan lumrah, karena kan kita tau kalo mauki speaking kan spontan, tidak ada di konsep terlebih dahulu
- S5 : Iye kak, betul
- R : Ok next, Apa saja yang menjadi kendala anda dalam berbicara bahasa inggris?
- S5 : Eee, itu tadi. Saya terkadang bingung dalam memakai kosakata. Apalagi banyak kosakata yang bersinonim kak, seperti contohnya much and many. Seperti juga contohnya kata preposition yang at, in on. Biasa kak lupa semuami penggunaannya itu

- R : Apa yang kita rasakan ketika cemas ki?
- S5 : Biasanya saya tremor kak, terus dingin semua kaki sama tanganku, gagap ka juga bicara, terus jantung berdebar2 debar
- R : Apakah ada gangguan yang lain yang anda alami saat ingin berbicara bahasa Inggris? Apa saja?
- S5 : Saya sedikit cemas kak. Tapi cemas saya selalu saya tepis dengan selalu berfikir positif. Kadang ketika saya cemas itu cara bicaranya gagap, kemudian tremor
- R : Menagapa anda cemas dalam berbicara bahasa Inggris?
- S5 : Eeee, mungkin karena takut salah. Saya takut orang-orang nanti salah mengartikan yang sa bicarakan.
- R : Faktor apa saja yang menjadi pemicu kecemasan anda ketika ingin berbicara bahasa Inggris?
- S : Ketika dosen tiba2 menunjuk saya kak. Kan kalau mau ki berbicara, biasanya di konsep dulu. Jadi kadang kalo tibatiba di tunjuk tanpa konsep, itu biasanya yang menimbulkan kecemasan kak. Pasti bertanya-tanyaki, apami mau di bilang
- R : Ketik anda merasa di situasi tertekan, apakah anda merasa cemas, atau apakah anda mencari solusi yang efektif?
- S5 : Saya lebih mencari solusi kak.
- R: Ketik anda merasa di situasi tertekan, apakah anda berfikir bahwa itu akan mempengaruhi penampilan anda dalam berbicara bahasa inggris?
- S5 : Tentu mi kak. Pasti cara saya berbicara saya terganggu kak. Gagap dsb.

- R : Apakah anda mempunyai strategi untuk mengurangi rasa cemas yang anda miliki?
- S5 : Strategi saya kak yaitu berfikir positif, tidak boleh berfikir negative. Karena ketika kalo berfikir negativeki , kita pasti lebih cemas. Kemudian motivasi diri sendiri. Kemudian banyak mendengarkan lagu2 untuk mendapatkan kosakata baru
- R : Okay herika, thankyou so much for your time
- S5 : Anytime kak

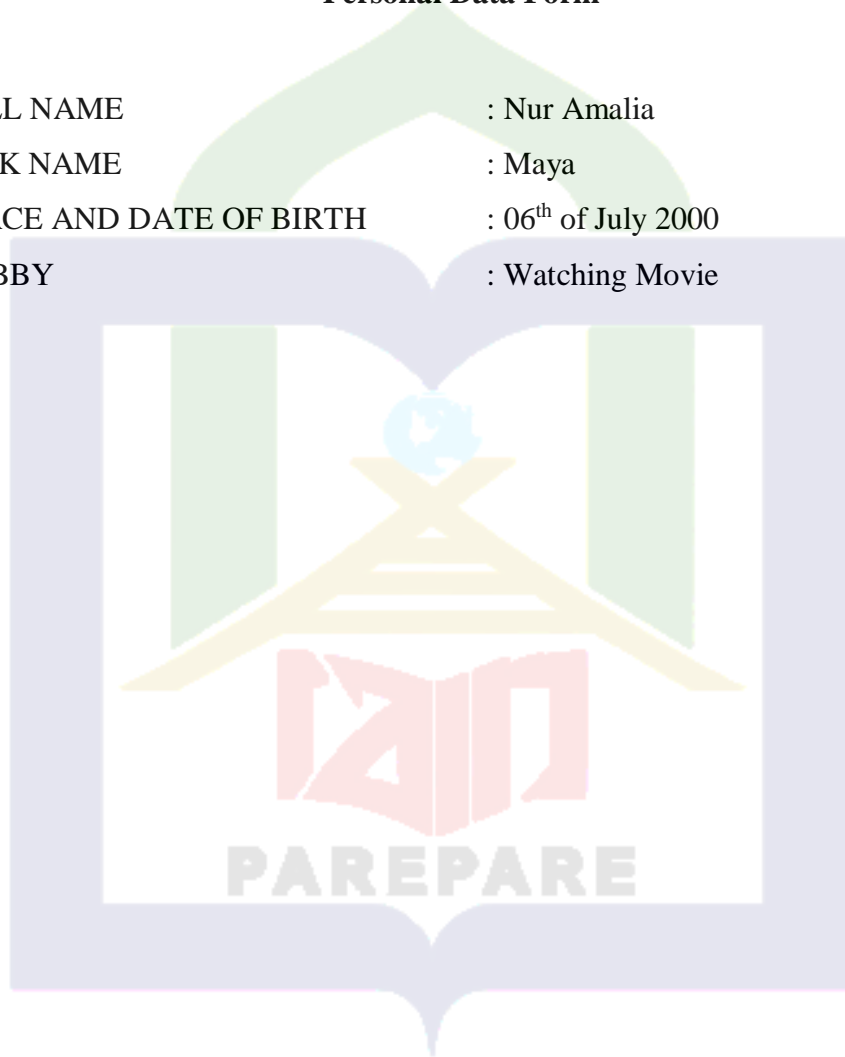


Appendix 3

Research Subject Personal Data Form

Research Subjects Personal Data Form

1. FULL NAME : Nur Amalia
2. NICK NAME : Maya
3. PLACE AND DATE OF BIRTH : 06th of July 2000
4. HOBBY : Watching Movie



**Research Subjects
Personal Data Form**

1. FULL NAME : Sasfhira Hardin
2. NICK NAME : Fhira
3. PLACE AND DATE OF BIRTH : Ulo, 6th March 2002
4. HOBBY : Reading novel



**Research Subjects
Personal Data Form**

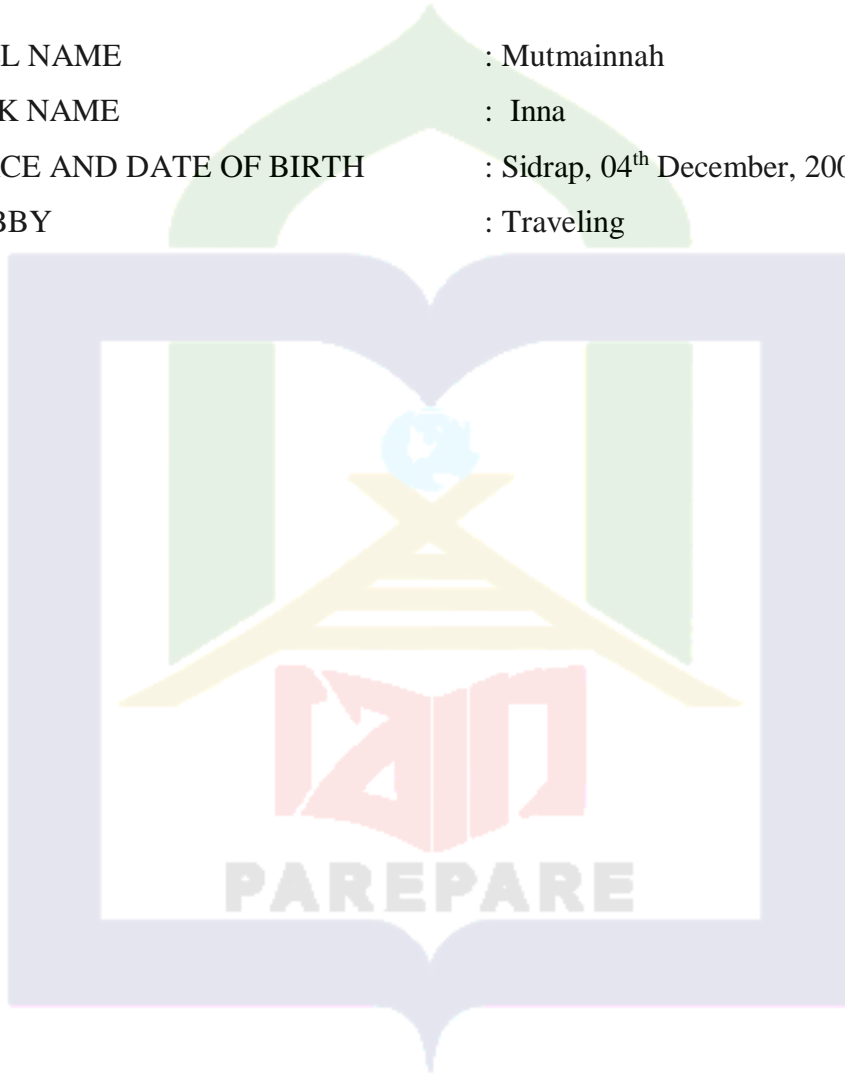
1. FULL NAME : Mutia Fauziatulhaq
2. NICK NAME : Uci
3. PLACE AND DATE OF BIRTH : Parepare, 7th April 2002
4. HOBBY : Listening to music



Research Subject Personal Data Form

Research Subjects Personal Data Form

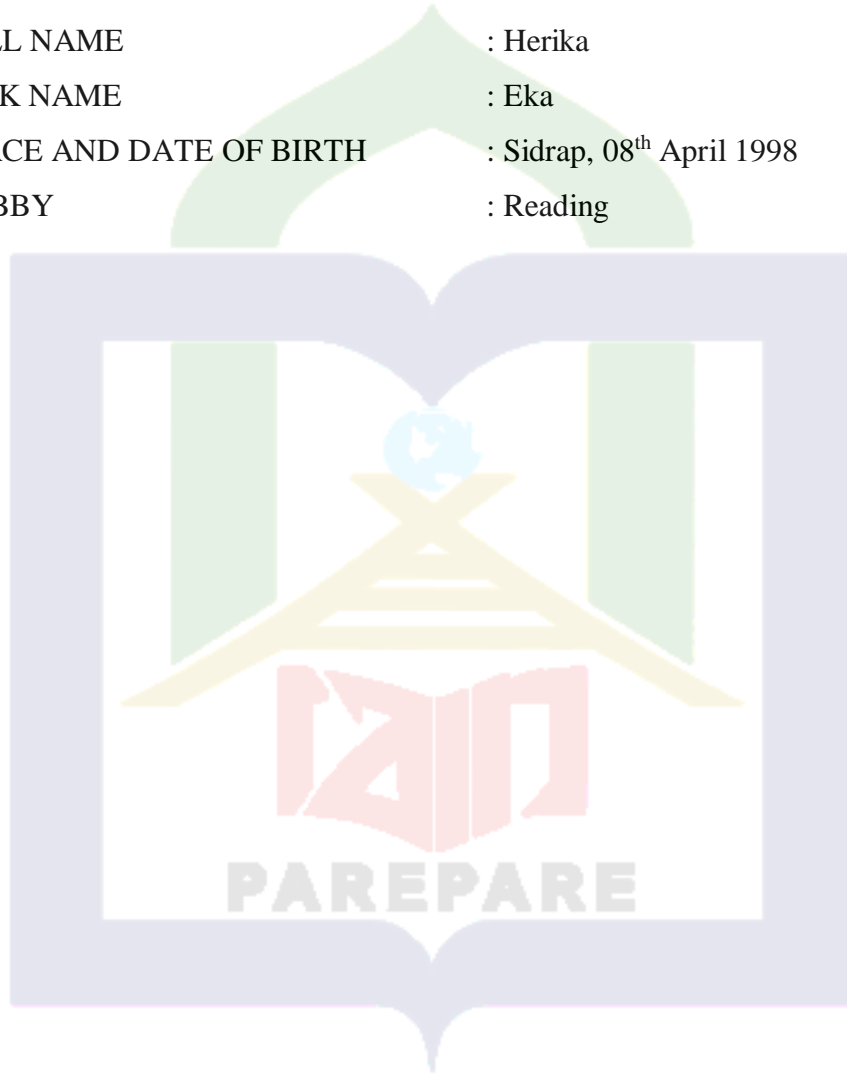
1. FULL NAME : Mutmainnah
2. NICK NAME : Inna
3. PLACE AND DATE OF BIRTH : Sidrap, 04th December, 2002
4. HOBBY : Traveling



Research Subject Personal Data Form

Research Subjects Personal Data Form

1. FULL NAME : Herika
2. NICK NAME : Eka
3. PLACE AND DATE OF BIRTH : Sidrap, 08th April 1998
4. HOBBY : Reading



Appendix 4

Recommendation Letter from State Islamic Insitute (IAIN) Parepare



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakii No. 08 Sorong Parepare 91132 Telp. (0421) 21307 Fax. 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.3376/In.39.5.1/PP.00.9/11/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Rezki Adelya Hakim
Tempat/Tgl. Lahir : Parepare, 05 Agustus 1999
NIM : 18.1300.025
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VII (Tujuh)
Alamat : Jl. Kebun Sayur No.14 A, Kel. Ujung Lare, Kec.Soreang,
Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"An Anaysis Of EFL Students' Strategies In Relieving Anxiety In Speaking Performance At The Sixth Semester English Departement Of IAIN Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 17 November 2021



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 5

Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu


SRN IP0000781

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 783/IP/DPM-PTSP/11/2021

Dasar :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
 NAMA : **REZKI ADELYA HAKIM**
 UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
 Jurusan : **TARBIYAH / PENDIDIKAN BAHASA INGGRIS**
 ALAMAT : **JL. KEBUN SAYUR NO. 14/A**
 UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **AN ANALYSIS OF EFL STUDENT'S STRATEGIES IN RELIEVING ANXIETY IN SPEAKING PERFORMANCE AT THE SIXTH SEMESTER ENGLISH DEPARTMENT OF IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **23 November 2021 s.d 31 Desember 2021**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
 Pada Tanggal : **24 November 2021**

Pt. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



Dra. Hj. AMINA AMIN

Pangkat : **Pembina Utama Muda, (IV/c)**
 NIP : **19630808 198803 2 012**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



Appendix 6

Letter of Research Completion



SURAT KETERANGAN TELAH MENELITI
NOMOR : B.305/In.39.5.1/PP.00.9/01/2022

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dengan ini menerangkan bahwa

Nama : Rezky Adelya Hakim
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Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan November 2021 sampai dengan bulan Desember 2021, dengan judul penelitian **“An Analysis Of EFL Student’s Strategies In Relieving Anxiety In Speaking Performance At The Sixth Semester English Department Of IAIN Parepare”**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 25 Januari 2022

Wakil Dekan I,



Appendix 7

Documentation



Observation



Interviewing first and second research subject



Interviewing the third, fourth, and the fifth research subject

CURRICULUM VITAE



Rezki Adelya, people called her kiki. The writer was born on August 05th 1999, in Parepare, south Sulawesi. She is the first child from 4 children in her family. Her father's name is Faizal Mattulada and her mother's name is Natalya. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2006-2011 at SD Negeri 19 Parepare, and graduated on 2011. While at the same year she study in SMPN 2 Parepare then continued her study in SMA Negeri 1 Parepare and graduated on 2017. Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title “ An Analysis of EFL Students' Strategies in Reliving Anxiety in Speaking Performance at the Third Semester English Department of IAIN Parepare.”